

# For Reference

Not to be taken from this room



VILLANOVA COLLEGE  
VILLANOVA, PENNSYLVANIA

**LIBRARY**

L  
111  
Class... A3 1884-85,

Accession 27362

Date .....

No. 8

Case, 9

Shelf, 8



W. H. R. & Co. - W. H. R. & Co.  
W. H. R. & Co. - W. H. R. & Co.

# REPORT

OF THE

## COMMISSIONER OF EDUCATION

FOR

THE YEAR 1884-'85.

NO LONGER PROPERTY OF  
FALVEY MEMORIAL LIBRARY

NATIONAL LIBRARY OF EDUCATION  
U.S. DEPARTMENT OF EDUCATION

MAR 28 2013

400 MARYLAND AVENUE S.W.  
WASHINGTON, D.C. 20202

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1886.



NO. 100-100000-100000  
VOLUME 100000-100000

100000-100000  
VOLUME 100000-100000

L  
111  
A3  
1884-'85

# CONTENTS.

	Page.
REPORT OF THE COMMISSIONER OF EDUCATION.....	v-cccxvii

Library, v; publications of the Bureau, vii; governmental provision for education, x; educational reports, xiv; table of facts relating to State reports, xix; recess or no recess, xxiv; school legislation, xxvi; statistics of correspondents of the Bureau, xxviii; growth of education in the United States, xxix; school ages, xxxi; summary of statistics of State systems, xxxii; summary of the statistics of the last ten years, xl; school population, enrollment, and average attendance, xliii; comparative view of school attendance in the more densely populated States, xlv; defective administration of common schools, xlvii; status of the teaching force, xlix; supervision of country schools, l; graded course of study, lii; compulsory attendance, liii; summary of the educational condition of the Union, liv; education of the colored race, lxvii; statistics of institutions for the education of the colored race, lxviii; teachers for colored schools, lxxv; illiteracy in the South, lxxvi; industrial training for colored youth, lxxvii; Peabody fund, lxxix; John F. Slater fund, lxxx; summary of statistics of city systems, lxxxii; table of average expenses per capita for city schools, xcvi; school population, enrollment, and attendance in cities, c; examinations, cv; an experiment in discipline, cvi; supervision, cvii; free text books and stationery, cix; gymnastics, cx; tenure of office of teachers, cx; administration, cxiii; the teaching of vocal music in public schools, cxiv; statistics relating to city superintendents, cxvi; summary of statistics of normal schools, cxxviii; appropriations for normal schools, cxxxiii; character of normal training, cxxxvii; information concerning particular schools, cxxxix; teachers' institutes, etc., cxl; summary of statistics of commercial and business colleges, cxlv; summary of statistics of kindergärten, cxlvi; general statistical summary of pupils receiving secondary instruction, cxlviii; summary of statistics of institutions for secondary instruction, cl; summary of statistics of preparatory schools, clii; public high schools, clv; measures for improving secondary instruction, clvi; overwork in secondary schools, clvi; statistical summary of students in classical and scientific preparatory courses, clxiii; statistical summary of students in institutions for superior instruction, clxiv; summary of statistics of institutions for the superior instruction of women, clxvi; summary of statistics of universities and colleges, clxxii; distinction between colleges and universities, clxxiv; movements in certain colleges, clxxviii; graduate departments, clxxx; the university of the nineteenth century, clxxxi; colleges whose main work is in the undergraduate department, clxxxii; catalogues of American colleges, clxxxiv; statistics of alumni of colleges and universities, clxxxvi; summary of statistics of schools of science, cxevii; classification of scientific students in a number of institutions, cxv; meaning of the expression, "industrial education," cxvi; the Workingman's School, New York, cxvii; experiments in connection with city public schools, cxviii; exercises of universal application, cxcii; exhibitions of industrial work by school children, cxcii; industrial training in normal schools, cxiv; in the South, cxv; special schools, cxv; instruction in cookery, cxvi; summary of statistics of schools of theology, cxviii; summary of statistics of schools of law, cxv; summary of statistics of schools of medicine, etc., cxv; statistical summary of all degrees conferred, cxv; summary of statistics of training schools for nurses, cxv; education of the deaf and dumb, cxv; summary of statistics of institutions for the deaf and dumb, cxv; education of the blind, cxv; summary of statistics of schools for the blind, cxlii; education of the feeble-minded, cxli; summary of statistics of schools for feeble-minded youth, cxli; statistical summary of benefactions, cxli; list of historical societies in the United States, cl; education in foreign countries, clv; recommendations, cxv; appropriations needed, cxv.

27362

	Page.
ABSTRACTS .....	1-325
Abstracts of the official reports of the school officers of States, Territories, and cities, with other information .....	4
Educational associations and conventions .....	318
STATISTICS OF EDUCATION FOR THE YEAR 1884-'85 .....	328-837
TABLE I. Statistics of the school systems of the States and Territories .....	328
II. School statistics of cities containing 7,500 inhabitants and over .....	336
III. Statistics of normal schools .....	392
IV. Statistics of commercial and business colleges .....	417
V. Statistics of kindergärten .....	437
VI. Statistics of institutions for secondary instruction .....	438
VII. Statistics of preparatory schools .....	552
VIII. Statistics of institutions for the superior instruction of women .....	567
IX. Statistics of universities and colleges .....	584
X. Statistics of schools of science .....	622
XI. Statistics of schools of theology .....	637
XII. Statistics of schools of law .....	650
XIII. Statistics of schools of medicine, dentistry, and pharmacy .....	654
XIV. Summary of examinations for admission to the United States Military and Naval Academies .....	668
XV. Degrees conferred in 1884-'85 by universities, colleges, scientific and other professional schools, and by schools for the superior instruction of women .....	670
XVI. Statistics of public libraries numbering 300 volumes and upwards .....	691
XVII. Statistics of training schools for nurses .....	783
XVIII. Statistics of institutions for the deaf and dumb .....	788
XIX. Statistics of institutions for the blind .....	794
XX. Statistics of schools and asylums for feeble-minded children .....	798
XXI. Statistics of educational benefactions .....	800
INDEX .....	839

# REPORT.

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
Washington, D. C., June 30, 1885.

SIR—I have the honor to submit my fifteenth Annual Report, for the year ending June 30, 1885.

In all the work of this Office it has been my endeavor to regard with the utmost care the spirit and letter of the law providing for its operations.<sup>1</sup>

The appropriations for the Office have never been sufficient to enable it to do all the work legitimately required of it within the law.

For the year covered by this Report the items of the appropriation were as follows:

Salaries.....	\$44,022 60
Library.....	500 00
Current educational periodicals.....	250 00
Other current publications.....	225 00
Completing valuable sets.....	200 00
Collecting statistics.....	2,200 00
Distributing documents.....	2,000 00
Total.....	49,397 60

## LIBRARY.

The Office may very properly be described as an agency for collecting and disseminating information on the subject of education.

The collected information forms already a professional library of great value. This library, its collection, preservation, and cataloguing, have been objects of my constant care during my sixteen years in this Office. Not a hundred volumes belonged to the library when I assumed direction. Now there are 17,500 volumes and 45,000 pamphlets.

There was no official pedagogical library for a model by which to shape my efforts. But the plan which I adopted for the general work of the Office was applied to the collection of this library. Keeping in mind sound pedagogical principles—

First, I sought to answer as far as possible the reasonable demands made for information.

Second, I did not seek to communicate my own opinions, but facts and the opinions of others, and to treat all subjects by historical and comparative methods.

<sup>1</sup>According to the Revised Statutes of the United States, the purpose and duties of this Office shall be "to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Again, it provides that "the Commissioner of Education shall present annually to Congress a report embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will, in his judgment, subserve the purpose for which the Office is established."



In this way all data naturally had a habitation and a name, and the organization of the information became geographical instead of purely logical. Demands came for facts about education as conducted at places. Persons reported education at places. Its history was always located. Necessarily the Annual Reports were made on a geographical basis. All the information, whether about a system or an institution, appeared in connection with its place, whether in descriptive text or statistical tables. The same principles substantially determined the arrangement of the library, the logical element, however, being allowed to come in wherever it could facilitate the work to be done.

The intelligent conduct of the work of the Office, as required by the law for its establishment, demanded, it seemed to me, that there should be at hand all current publications on education. These were, First, reports of systems, State and city, and of institutions of education,—catalogues, announcements, etc. Second, educational periodicals. Third, treatises on educational topics,—pedagogical works. Fourth, dictionaries and encyclopedias and other books of reference in different languages.

Beyond these printed materials imperatively demanded in our work, there was a great variety of other publications to which our inquiries naturally led us, and which we sought to supply as the means furnished the Office permitted. There were, therefore, Fifth, biographies and local histories, for these often supply, in this country especially, the only recorded data of the history of education. Sixth, travels often were the only source of information on education in foreign countries. Seventh, general history, although in the main its construction did not give due importance to education. Eighth, works of eminent men who had specially thought or written or spoken on the subject of education. Ninth, looking upon education as I did, as the means given man for changing his condition, I naturally sought to arrange around this agency all the tests of its results as they are to be found in reports or discussions on sanitation, insanity, charity, pauperism, crime, the improvement of labor, or the advancement of health; a great variety of these publications are statistical, and are now made by general, State, or city governments. Tenth, general magazine and newspaper literature, which occasionally is the exclusive source of educational information. Eleventh, a great variety of ephemeral publications, often the only source of names and dates.

A special embarrassment connected with the organization of the library has arisen from the fact that we never have had suitable room for the installation of books and pamphlets. We have always had to use the rooms of the library for the general clerical purposes of the Office, and several times the removal of the Office from one building to another has necessitated a perilous carrying of the books to and fro.

It is hoped that only one more removal may be necessary, and that when the appropriate building has been erected for the Office, where the library will take its permanent place.

Every opportunity has been improved to add value to the library. The largest amount appropriated by Congress has been \$1,000 a year for the purchase of books, with additional small amounts to be expended for periodicals, completing sets, etc. For the last several years only \$500 per annum has been appropriated for books.

The most valuable collection of books and pamphlets in the country relating to education was that made during his life-long labors with much difficulty by my eminent predecessor, Hon. Henry Barnard, LL. D., and was still in his possession. Fortunately he was prepared to sell this collection to the Office and to receive his pay in small amounts from year to year, as appropriations to the Office warranted and other demands permitted. This formed an admirable nucleus for all additions, and saved great expense and labor. Many gifts have been made to the collection by those who have gratuitously aided in furnishing information used annually by the Office. These gifts have been largely reports, pamphlets, catalogues, etc. A large share of the foreign material has been obtained by exchange. Great foreign interest has been shown in the publications of the Office.

There has never been a librarian furnished in terms of law by act of Congress. For the first several years it was impossible to assign the library to the care of any one in particular. After finishing the special report on libraries, S. R. Warren, A. M., one of the gentlemen that had been assigned to the care of that publication and one of my most scholarly assistants, in addition to other work, was given the care of the library. A scheme for a card catalogue by authors and by subjects was developed, and the work of cataloguing was commenced and has been since carried on as the demands upon the Office would permit. This catalogue now contains 70,000 cards. Since Mr. Warren's resignation Henderson Presnell, A. M., has faithfully and efficiently carried on the work commenced, aided by competent assistants, as the general demands upon the Office would allow.

Eminent librarians of the country have given more or less special attention to every department of library organization, excepting the pedagogical. Mr. C. A. Cutter, of the Boston Athenæum, however, after much care, in the light of his great experience, developed a scheme for cataloguing a pedagogical collection. His plan has been of special service to us.

It has been my earnest desire that the office of each State and city superintendent of instruction, and especially the large libraries of the country and the libraries of colleges where pedagogical chairs were established, and also normal school libraries, should undertake the organization of pedagogical collections. Wherever any effort of this character has developed it has been my earnest endeavor to aid it so far as in my power. A considerable number of important collections have been commenced.

It is well known that the strength and character of any learned profession may be determined by its literature.

The collection, reading, and cataloguing of educational works would be much more effective in advancing the vocation of the educator to the position of a learned profession than all the resolutions that all the educational conventions may pass. The interest in the quality and amount of literature touching the different phases of education has increased rapidly in recent years, and it is hoped that the publication of this catalogue will serve to furnish much needed information to those now making these collections for themselves.

It gives me peculiar satisfaction to be able to state that the catalogue of the library is so far advanced that it will soon be ready for print.

#### PUBLICATIONS.

The law establishing the Office provides for the annual reports, and the appropriation acts from year to year provide for special reports, circulars of information, or bulletins. The nature of the work under the general law and the specific acts of appropriation may be said to require the communication of information by correspondence. Over 22,000 letters were sent out during the year, discussing a great variety of topics, and some of them comprising manuscripts of considerable length. The number of reports, circulars, and other documents distributed was 348,864.

The preparation of circulars, bulletins, and special reports has always had in view some specific end. In each case the treatment of the topic has been as thorough and complete as the means at command and other circumstances would permit. The publication when thus prepared and made has been reissued as the demands for the information it contains have required. A publication of this Office issued upon a specific topic just coming into importance in the discussions of the country may be said in all cases to be followed by great growth of information upon that particular topic. New investigations are stimulated and reported, additional experiments are made, modifications are introduced, and thus, after a time, a revision of the publication becomes necessary.<sup>1</sup>

<sup>1</sup>One of the great trials in the administration of the Office has been the dropping of many pieces of work before they are concluded, for lack of means to complete them. An important demand is recognized and an attempt is made to meet it, but in the midst of this work a greater and more im-

The information sent in response to special inquiries would often be of interest to the general public, but its communication is impossible in the limited compass of the Annual Report. In this Report, from year to year, while including in the briefest terms some notion of the work of the Office, I have sought specially to include statistical and other condensed statements, giving as correctly as possible a view of the progress of education in this country and elsewhere. The following circulars and bulletins have been published since those recited in my previous Report:

*Circulars—*

No. 5, 1884. Suggestions respecting the Educational Exhibit at the World's Industrial and Cotton Centennial Exposition.

No. 6, 1884. Rural schools: progress in the past; means of improvement in the future.

No. 7, 1884. Aims and methods of the teaching of physics.

No. 1, 1885. City school systems in the United States.

No. 2, 1885. Teachers' institutes.

*Bulletins—*

Preliminary circular respecting the exhibit of education at the World's Industrial and Cotton Centennial Exposition.

Educational congress at Havre.

Articles exhibited at the Southern Exposition, Louisville, Ky.

Also new editions of the following have been printed:

*Circulars—*

Circular No. 4, 1880. Rural school architecture.

Circular No. 5, 1881. Causes of deafness among school children.

Circular No. 4, 1882. Industrial art in schools.

Circular No. 2, 1883. Co-education of the sexes in the public schools of the United States.

Circular No. 2, 1884. The teaching, practice, and literature of short-hand.

Circular No. 5, 1884. Suggestions respecting the educational exhibits at the World's Industrial and Cotton Centennial Exposition.

Circular No. 6, 1884. Rural schools: progress in the past; means of improvement in the future.

Circular No. 1, 1885. City school systems in the United States.

*Bulletins—*

The discipline of the school.

Natural science in secondary schools.

Planting trees in school grounds and the celebration of Arbor Day.

Building for the children of the South.

Instruction in morals and civil government.

Of the work of publication by the Bureau, I may say, *first*, it should be greatly enlarged; *secondly*, facilities should be furnished the Office so that it can print bulletins,

---

perative demand comes in, and what has been accomplished in respect to the former has to be laid aside for another opportunity, because there is not clerical force enough to accomplish both. But however great the disappointment arising from these delays and this non-publication of work, no work well done has proved wholly in vain. The portion of a plan accomplished and the data collected have proved valuable for reference in correspondence, and sometimes in advancing the work on the same reports undertaken elsewhere. The history of colleges and the history of normal schools, undertaken and advanced considerably towards completion, but stopped by other more imperative demands, have proved useful in aiding local efforts where local interest has been sufficient to warrant the undertaking of similar histories.

Several histories of colleges, etc., have appeared based on the work measurably completed here. The preparation of the history of Indian education, interrupted half a dozen years ago, has now been ordered completed by a resolution of the Senate.



circulars, etc., when circumstances demand, more promptly than heretofore, in larger or smaller numbers, with or without illustrations, and in any proper modification of form that may best meet the interests of education. The General Government has always responded in a greater or less degree to the idea that the intelligence and virtue of the people are essential to its preservation and prosperity. Evidences of the thought in the minds of our statesmen that they have some responsibility for the intelligence of the people appear in the form and character of the government publications from the earliest date. Our government reports are not made solely for the information of the government officials to whom they are addressed; they are uniformly expected to contain information of use to the people with regard to the function of the Government which these reports represent.<sup>1</sup>

<sup>1</sup>The following is a complete list of the publications of this Office, including those in course of preparation:

*Under Commissioner Barnard.*

Report of the Commissioner of Education, with circulars and documents accompanying the same; submitted to the Senate and House of Representatives, June 2, 1868. Washington, 1868. 8°. 40 + 856 pp.

Special Report of the Commissioner of Education on the condition and improvement of public schools in the District of Columbia, submitted to the Senate, June, 1868, and to the House with additions, June 13, 1870. Washington, 1871. 8°. 350 pp. + various indexes.

Valuable reports on technical education and education in Europe were also prepared, but were not ordered to be printed by Congress.

*Under Commissioner Eaton.*

ANNUAL REPORTS.

Report of the Commissioner of Education, made to the Secretary of the Interior, for the year 1870, with accompanying papers. Washington, 1870. 8°. 579 pp.

Report of the Commissioner of Education for the year 1871. Washington, 1872. 8°. 726 pp.

*Same* for the year 1872. Washington, 1873. 8°. 83+1018 pp.

*Same* for the year 1873. Washington, 1874. 8°. 178+ 870 pp.

*Same* for the year 1874. Washington, 1875. 8°. 152+ 935 pp.

*Same* for the year 1875. Washington, 1876. 8°. 174+1016 pp.

*Same* for the year 1876. Washington, 1878. 8°. 214+ 942 pp.

*Same* for the year 1877. Washington, 1879. 8°. 206+ 644 pp.

*Same* for the year 1878. Washington, 1880. 8°. 202+ 730 pp.

*Same* for the year 1879. Washington, 1881. 8°. 230+ 757 pp.

*Same* for the year 1880. Washington, 1882. 8°. 262+ 914 pp.

*Same* for the year 1881. Washington, 1883. 8°. 277+ 840 pp.

*Same* for the year 1882-'83. Washington, 1884. 8°. 293+872 pp.

*Same* for the year 1883-'84. Washington, 1885. 8°. 271+943 pp.

*Same* for the year 1884-'85. In course of preparation.

SPECIAL REPORTS.

Contributions to the annals of medical progress and medical education in the United States before and during the war of independence, by Joseph M[eredith] Toner, M.D. Washington, 1874. 8°. 118 pp.

Public libraries in the United States of America; their history, condition, and management. Washington, 1876. 8°. Part I, 36+1187 pp.; Part II, 89 pp.

Contributions to the history of medical education and medical institutions in the United States of America, 1776-1876. By N. S. Davis, A. M., M. D. Washington, 1877. 8°. 60 pp.

Industrial education in the United States. 1833.

History of the University of Missouri.

History of the Philadelphia Normal School for Girls.

*In press—*

History of Indian education and civilization.

Industrial and high art education in the United States. Vol. I.

Educational exhibits and conventions at the World's Industrial and Cotton Centennial Exposition, 1884-'85.

Outlines for a museum of anatomy.



## GOVERNMENTAL PROVISION FOR EDUCATION.

But the efforts of the Government for the enlightenment of the people have not been limited to its system of official reports. The Congressional Library, the Smithsonian Institution, the National Museum, the scientific and historical work carried on under the auspices of the War Department, the foundation and support of the Naval Observatory, the geological surveys and agricultural investigations under the auspices of the Interior Department, indicate the disposition on the part of the Government to make costly provision for searching out knowledge and preserving and distributing the same for the benefit of the public.

More striking evidence of the view which the Government has taken of its obligation in this respect is furnished by the grants of land and money for the establishment and endowment of schools.

## CIRCULARS OF INFORMATION.

Circular of Information of the Bureau of Education, for August, 1870. 8°. 70 pp.—*Contents:* Illiteracy of 1860; educational statistics; Virchow on school-room diseases; education of French and Prussian conscripts; school organization, etc.

*Same* for July, 1871. 8°. 48 pp.—*Contents:* Public instruction in Sweden and Norway; the folke-skoler of Denmark.

*Same* for November, 1871. 8°. 14 pp. Methods of school discipline.

*Same* for December, 1871. 8°. 17 pp. Compulsory education.

*Same* for January, 1872. 8°. 43 pp. German and other foreign universities.

*Same* for February, 1872. 8°. 77 pp.—*Contents:* Public instruction in Greece, the Argentine Republic, Chili, and Ecuador; statistics respecting Japan and Portugal; technical education in Italy.

*Same* for March, 1872. 8°. 93 pp.—*Contents:* Vital statistics of college graduates; distribution of college students in 1870-'71; vital statistics in the United States, with diagrams, etc.

*Same* for April, 1872. 8°. 125 pp. Relation of education to labor.

*Same* for June, 1872. 8°. 22 pp. Education in the British West Indies.

*Same* for July, 1872. 8°. 62 pp. The kindergarten.

*Same* for November, 1872. 8°. 79 pp. American education at the Vienna Exposition of 1873.

Circulars of Information of the Bureau of Education for the year 1873. 8°. 441 pp.—*Contents:*

No. 1. Historical summary and reports on the systems of public instruction in Spain, Bolivia, Uruguay, and Portugal. 66 pp.

No. 2. Schools in British India. 30 pp.

No. 3. Account of college commencements for the summer of 1873, in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. 118 pp.

No. 4. Lists of publications by members of certain college faculties and learned societies in the United States, 1867-1872. 72 pp.

No. 5. Account of college commencements during 1873 in the Western and Southern States. 155 pp.

Circulars of Information of the Bureau of Education for the year 1874. 8°. 221 pp.—*Contents:*

No. 1. Proceedings of the Department of Superintendence of the National Educational Association, January, 1874. 77 pp.

No. 2. Drawing in public schools. The present relation of art to education in the United States. 53 pp.

No. 3. History of secondary instruction in Germany. 88 pp.

Circulars of Information of the Bureau of Education for the year 1875. 8°. 637 pp.—*Contents:*

No. 1. Proceedings of the National Educational Association, 1875. 119 pp.

No. 2. Education in Japan. 64 pp.

No. 3. Public instruction in Belgium, Russia, Turkey, Servia, and Egypt. 108 pp.

No. 4. Waste of labor in the work of education. 16 pp.

No. 5. Educational exhibit at the Centennial in 1876. 26 pp.

No. 6. Reformatory, charitable, and industrial schools in the United States. 203 pp.

No. 7. Constitutional provisions in regard to education in the several States. 130 pp.

No. 8. Schedule of students' work for the Centennial Exhibition, 1876. 16 pp.

Circulars of Information of the Bureau of Education for the year 1877. 8°. 103 pp.—*Contents:*

No. 1. Education in China. 23 pp.

No. 2. Public instruction in Finland, the Netherlands, Denmark, Württemberg, and Portugal; the University of Leipzig. 77 pp.

In the Congress of the Confederation Mr. Jefferson was chairman of the committee that in May, 1784, made a report on the organization of the Western territory, which provided "that there shall be reserved the central section of every township for the maintenance of public schools, and the section immediately adjoining the same for the maintenance of religion." The ordinance as adopted on May 28, 1785, read as follows: "There shall be reserved lot No. 16 of every township for the maintenance of public schools." The ordinance in its final form, passed in 1787, prohibited slavery, required the encouragement of liberty and morality, and set apart the sixteenth section in every township of public land for school purposes.

Webster, referring to this great act of patriotism, remarks: "We are accustomed to praise the lawgivers of antiquity, we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the ordinance of 1787.

Circulars of Information of the Bureau of Education for the year 1878. 8°. 66 pp.—*Contents:*

No. 1. The training of teachers in Germany. 42 pp.

No. 2. Elementary education in London. 24 pp.

Circulars of Information of the Bureau of Education for the year 1879. 8°. 349 pp.—*Contents:*

No. 1. Training schools for nurses. 22 pp.

No. 2. Proceedings of the Department of Superintendence of the National Educational Association in 1877 and 1879, and of the conference of State college presidents held in Ohio in 1877. 192 pp.

No. 3. Value of common school education to common labor. 38 pp.

No. 4. Training schools of cookery. 50 pp.

No. 5. American education as described by the French Commission to the International Exhibition of 1876. 38 pp.

Circulars of Information of the Bureau of Education for the year 1880. 8°. 624 pp.—*Contents:*

No. 1. College libraries as aids to instruction. 23 pp.

No. 2. Proceedings of the Department of Superintendence of the National Educational Association in 1880. 112 pp.

No. 3. Legal rights of children. 96 pp.

No. 4. Rural school architecture. 106 pp.

No. 5. English rural schools. 26 pp.

No. 6. Teaching of chemistry and physics in the United States. 220 pp.

No. 7. The spelling reform. 36 pp.

Circulars of Information of the Bureau of Education for the year 1881. 8°. 350 pp.—*Contents:*

No. 1. Construction of library buildings. 23 pp.

No. 2. Relation of education to industry and technical training in American schools. 22 pp.

No. 3. Proceedings of the Department of Superintendence of the National Educational Association in 1881. 80 pp.

No. 4. Education in France. 144 pp.

No. 5. Causes of deafness among school children and the instruction of children with impaired hearing. 43 pp.

No. 6. Effects of student life on the eyesight. 30 pp.

Circulars of Information of the Bureau of Education for the year 1882. 8°. 223 pp.—*Contents:*

No. 1. Inception, organization, and management of training schools for nurses. 23 pp.

No. 2. Proceedings of the Department of Superintendence of the National Educational Association for 1882. 112 pp.

No. 3. The University of Bonn. 63 pp.

No. 4. Industrial art in schools. 33 pp.

No. 5. Maternal schools in France. 14 pp.

No. 6. Technical instruction in France. 63 pp.

Circulars of Information of the Bureau of Education for the year 1883. 8°. 249 pp.—*Contents:*

No. 1. Legal provisions respecting the examination and licensing of teachers. 46 pp.

No. 2. Co-education of the sexes in the public schools of the United States. 27 pp.

No. 3. Proceedings of the Department of Superintendence of the National Educational Association, 1883. 81 pp.

No. 4. Recent school law decisions. 82 pp.

Circulars of Information of the Bureau of Education for the year 1884. 8°. 724 pp.—*Contents:*

No. 1. Meeting of the International Prison Congress at Rome in October, 1884. 11 pp.

No. 2. The teaching, practice, and literature of short-hand. 182 pp.

No. 3. Illiteracy in the United States in 1870 and 1880, with diagrams and observations; with an appendix on National Aid to Education. 99 pp.

It fixed forever the character of the population in the vast regions north-west of the Ohio." This great grant has shed its benign influence upon every State since organized, and the total amount of money reported as realized and now in hand mainly from this source in these several States reaches nearly seventy-one millions of dollars.

But the care of the fathers for education did not stop with common schools. When Ohio was admitted as a State it received 69,120 acres for superior instruction, and a similar policy has been pursued with other States. The great Universities of Michigan,

Circulars of Information of the Bureau of Education for the year 1884—Continued.

No. 4. Proceedings of the Department of Superintendence of the National Educational Association, 1884. 176 pp.

No. 5. Suggestions respecting the Educational Exhibit at the World's Industrial and Cotton Centennial Exposition. 28pp.

No. 6. Rural schools: progress in the past; means of improvement in the future. 90 pp.

No. 7. Aims and methods of the teaching of physics. 153 pp.

Circulars of Information of the Bureau of Education for the year 1885:

No. 1. City school systems in the United States. 207 pp.

No. 2. Teachers' institutes. 206 pp.

*In press—*

No. 3. A review of the reports of the British Royal Commissioners on technical instruction in Europe.

No. 4. Education in Japan.

No. 5. Physical training in American colleges and universities.

*Ready for the press—*

Technical education and the apprenticeship question.

OTHER PUBLICATIONS.

Free school policy in connection with leading western railways. 1872.

A statement of the theory of education in the United States of America, as approved by many leading educators. 1874. 22 pp.

The National Bureau of Education; its history, work, and limitations. 1875. 16 pp.

Educational conventions and anniversaries during the summer of 1876.

The international conference on education, held in Philadelphia July 17 and 18, in connection with the International Exhibition of 1876.

A manual of the common native trees of the Northern United States. 1877. 23 pp.

The Brussels congress. 1880.

The Indian school at Carlisle Barracks. 1880.

Industrial education in Europe. 1880.

Vacation colonies for sickly school children. 1880.

Progress of western education in China and Siam. 1880.

Medical colleges in the United States. 1880.

Educational tours in France. 1880.

Comparative statistics of elementary education in fifty principal countries. 1881.

Fifty years of freedom in Belgium, education in Malta, &c. 1881.

Library aids. 1881.

Recognized medical colleges in the United States. 1881.

The discipline of the school. 1881.

Education and crime. 1881.

Instruction in morals and civil government. 1882.

Comparative statistics of elementary, secondary, and superior education in sixty principal countries. 1882.

National pedagogic congress of Spain. 1882.

Natural science in secondary schools. 1882.

High schools for girls in Sweden. 1882.

The Bufalini prize. 1883.

Education in Italy and Greece. 1883.

Answers to inquiries about the United States Bureau of Education. 1883.

Planting trees in school grounds. 1883.

Report of the director of the American School of Classical Studies at Athens for the year 1882-'83. 1884.

Building for the children of the South. 1884.

Planting trees in school grounds and the celebration of Arbor Day. 1884.

Preliminary circular relating to the World's Industrial and Cotton Centennial Exposition. 1884.

Articles exhibited in the Southern Exposition at Louisville, Ky. 1884.

Educational congress at Havre. 1885.



Wisconsin, and Iowa are examples of the results of these university grants of land, from which have been realized funds now in hand amounting to \$6,720,000.

Later, when the question of introducing scientific, technical, and industrial education arose, there followed the great land grant, out of which have sprung colleges of agriculture and mechanic arts in the several States, whose funds, arising from this source, now amount to \$4,802,000.

The total of these several large grants for education is put down at nearly seventy-nine million (78,659,439) acres, or more than twice as many acres as are contained in the whole territory of England and Wales (37,324,883). A vast amount of these lands is only assigned and not yet sold, so that it is impossible to state what they will ultimately realize in dollars and cents. By various laws a certain per cent. of the sale of lands by the General Government in the new States has been turned over to these States, sometimes amounting to five per cent. of the whole. Under this provision Illinois received, from 1821 to 1869, over seven hundred thousand dollars. In some of the States this revenue was used for school purposes; how much it is impossible to determine at present.

In addition to these various aids received from the United States for education by the several States, there have been a large number of special grants, as, for instance, 480 acres to Lafayette University, 160 to the Holy Cross Mission, over 22,000 for the education of the deaf and dumb in Kentucky, 400 to the Pine Grove Academy, and especially large amounts to several towns in Missouri.

In 1836 there was a large surplus in the Treasury of the United States, and an Act was passed providing that a definite amount of this should be deposited with the several States in proportion to the number of members of Congress. The total was over forty-two millions of dollars, of which three installments were turned over. The fourth installment was not paid on account of financial embarrassments. The amount received was \$95,584 for each member of Congress. These moneys were all held in trust, to be paid on demand to the United States. A number of States set apart the amount received as a fund, the income of which was to be used for the schools. This was done definitely by Alabama, which received over \$669,000; by Georgia, which received over \$1,051,000. by Illinois, which received over \$477,000; and by Indiana, which received over \$552,000. \$850,000 of the share of Kentucky was set apart for this purpose. Louisiana granted a considerable portion received to the colleges of Jefferson, Louisiana, and Franklin, and the Covington Female Academy. Maryland and Pennsylvania, after paying out of it their public debt, set apart a portion for the benefit of education. Missouri and New York set apart the whole amount for common schools. North Carolina transferred \$300,000 to the literary fund. Ohio provided that the net income should be used for the encouragement of schools, and Rhode Island did the same. Tennessee set apart her share as a school fund. A number of States distributed the amounts received among counties or towns, and allowed the money to be used for school or other purposes, at their option; how much thus went to schools it is impossible to determine. The whole amount distributed was twenty-eight million dollars. How largely this great supply of money became a factor contributing to the success of the revival of education at that period, no one can calculate.

Congress, touched by a humane effort to introduce education for deaf-mutes in this country, gave 23,000 acres in aid of the establishment of the first institution, at Hartford. Moved by a similar sentiment for the blind, it has recently set apart a fund of a quarter of a million, the interest of which is to be "divided equally for the use of the blind in the several congressional districts."

The influence and policy of our Government having been such as is here described, the establishment of a Bureau of Education was inevitable. It is singular that the necessity for a such a bureau should be questioned by any thoughtful person, more especially when the principal educating countries of the world are making provision more or less ample for ascertaining and reporting all attainable information with reference to



education, and for collecting all works pertaining to the history and philosophy of the subject and all material illustrating educational methods and appliances. This Bureau has been greatly cramped in the past by reason of inadequate appropriations, and, but for the voluntary co-operation of teachers and school officers throughout the country, a judicious system of international exchanges, and the strictest economy in the use of funds, could not have developed to its present acknowledged importance. Extravagance in the use of public funds can be deprecated by no one more than myself; but I think no reasonable person can doubt but that the work which the Office is required to perform demands more liberal appropriations, and that the service which it renders in fostering the educational interests of the country justifies a larger expenditure for its support.

#### GROWTH AND IMPORTANCE OF EDUCATIONAL REPORTS.

The importance of authoritative and reliable records of the condition of educational systems has been made very evident by events that have occurred in several countries during the present year.

In Belgium, France, England, and in sections of our own country, education has been recognized as a leading interest in political campaigns, and in the discussions of the subject free use has been made of official reports. They have furnished material for argument, have served to correct false statements, to expose fallacies, to check extravagant speculations, and to indicate the essential conditions of economy and efficiency in the conduct of popular education. In the attention directed by public discussions to the operation of systems of education for a period of years, the value of tabular statistics has been apparent.

Those setting forth the educational condition of the United States have received due attention, and, it is gratifying to note, very general commendation.

On account of this interest, the time seems opportune for considering the origin, growth, and present status of educational reports in our country. The subject is very fully treated in the following paper submitted to the National Council of Education by the committee on educational literature and approved by it:

#### SCHOOL REPORTS.<sup>1</sup>

I. The origin of our State school reports, which antedates that of local reports, is coeval with the origin of the State school funds. The just distribution of the proceeds of these funds for the benefit of schools rendered it necessary to obtain certain statistical facts, well authenticated, such as the number of children of school age for each school district or other school precinct of which the State is composed, the number attending school, the disposition of the school moneys, the amount of local school revenues, etc. The first school reports, therefore, were purely statistical and financial in character. This was the case in Connecticut, the first of our States to establish a State school fund. Such reports were made by the manager of the fund many years before provision was made for a State chief of the common school system, charged with the duty of reporting upon its condition. So, at a later period, in Massachusetts, simultaneous with the act creating a State school fund was the act providing for statistical returns from the school committees of the towns. The first issue of the abstract of these school returns, by the Secretary of State, was printed on royal quarto sheets, and is a curious landmark, as showing how rudimentary and imperfect were the first attempts to exhibit the condition and workings of a school system by printed reports. Three years later, on coming into office as secretary of the board of education, and virtual superintendent of public instruction, Horace Mann compiled the abstract in an octavo volume of upwards of three hundred pages, this being his first task as author of school reports, in which sphere he afterwards became so pre-eminently conspicuous; and, ever since, the statistical portion of the Massachusetts Report has borne the title—"An Abstract of the school returns made by the school committees of the several towns and cities in the Commonwealth." Mr. Mann's first report, which was simultaneously submitted, contained no tabulated statistics, and was issued separately, in a pamphlet of fifty pages. This document was a statement, for the most part, of certain classes of facts and important views relating to the condi-

<sup>1</sup> This paper was prepared by Dr. Philbrick after special correspondence and most thorough consideration of the whole subject, and at the close of his long life-work in education.

tion and wants of the school system, derived from other sources as well as from the statistical returns, its design being not merely to reach and influence State and local officials, but to be somewhat largely distributed among leading citizens in all walks of life; while the abstract, being intended more especially for the use of legislators and other officials, was printed in more limited numbers. This continued to be the plan of reporting for upwards of a decade, except that the volume containing the statistical abstract was accompanied by copious extracts from the written reports of school committees. These two documents embodied the essential elements now deemed requisite in every good report, namely, statistical information on the one hand, and, on the other hand, statements, observations, suggestions, and views, relating to the interests concerned. But although the complete report requires these two entirely different classes of statements, the chief object of all reports alike is to disseminate the most useful information in the best form.

Our system of education, like our government, is of the people, for the people, and by the people. It is for the benefit of all children alike, and is wholly dependent, both for support and control, upon the will of the people, expressed either directly, by the popular vote, or indirectly, through legislatures, boards of control, and the officials clothed with authority by these bodies. Hence the necessity of diffusing accurate and detailed information as to the condition and working of the school systems, and also in respect to the best means of promoting their progress and development, not only among legislators and public school officials, but among the people at large.

To insure the maximum utility of this twofold information it must be as fresh as possible; that is, it must be gathered up and made available at short intervals—in general, once in each year. Accordingly, we find that, with the development and growth of our State systems of schools, the part relating to reports has vastly increased in necessity, importance, and excellence. The aggregate of the printed school documents, national, State, and local, issued annually in the United States, has become very great, whether considered as to number or to mass of printed matter. The school statistics exhibited in a large proportion of these reports have become accurate, full, well-arranged, and digested; while the non-statistical portions of the documents comprise most of the current wisdom relating to school interests.

In this branch of educational economy our country is clearly in the lead, as has been shown in all the universal expositions of which education has formed a part. Foreign authorities agree in recognizing the superiority and great utility of this feature of our system.

The peculiar merit of this feature of our system has been pointed out and elucidated by M. Buisson, in the remarkable chapter on school statistics, in his report on education at the Vienna Exposition, and also in his no less valuable chapter on the same topic, in the report on education at our Centennial Exposition by the French Commission, of which he was president. This eminent educator attributes the success of our statistical reports to two causes: (1) because the aim is to make them the medium of publicity to those results in which public opinion is most interested; and (2) because they have fixity and uniformity in form and substance, although liberty of change everywhere prevails.

It is important to add, however, that we find abroad individual instances of educational reports, both national and local, which are unsurpassed in merit, and may well be studied as models by our ablest experts. As an example of the latter, we may mention the very extraordinary "Report on the schools of Paris," of 1878, by Director Greard, covering a period of ten years; and Buda-Pesth affords a very conspicuous example of perfection in arrangement and completeness in detail of school statistics.

In Germany, it is customary for each secondary school to issue an annual report, containing an elaborate statistical statement, the chronicle of the year, the course of study, a detailed account of the work done, and a learned essay. These documents are largely exchanged for the purpose of comparison.

But, notwithstanding our creditable achievement in this particular, in surveying the results of our systems of reports as a whole, we find very great imperfections, shortcomings, and desiderata. Over large areas we find inadequacy, not only in the character and amount of the information disseminated through this channel, but in the means of procuring it and in the method of collating, presenting, and interpreting the results. We find, also, a too general insufficiency of provision for diffusing among the mass of the people, by means of general and local reports, the information which they need for inspiration and guidance in the performance of their duties toward school interests, both as parents and citizens.

It is the object of this paper to point out the more important merits and defects in school reports, and to suggest desirable improvements, more specifically, of State and local school systems.

II. The Report of the national Commissioner of Education claims our first attention,



as being a comprehensive summary of all the educational reports of the country, whether of systems or of institutions of instruction.

This document gathers up, condenses, and arranges for comparison the most essential facts relating to our public school systems, State and local, private schools of different grades, and State and corporate institutions of instruction, of all sorts and grades, from the university and professional schools to the kindergarten and schools for feeble-minded youth; and is then distributed to all points of our territory, where its treasures of wisdom and fact become available for the use of all officials charged with the duty of preparing educational reports.

The law being silent as to the character of this Report, and making no provisions for the materials to be embodied in it, it seems almost incredible that the Commissioner should have been able to make it what it is by the aid of merely voluntary contributions of information afforded by educational officials.

The vast body of statistical information comprised in the series of this Report has been furnished by answers to inquiries embraced in a number of carefully prepared schedules annually sent out by the Bureau.

Schedule Number I, the most general and comprehensive, comprises fifty-one inquiries, which it is deemed that well organized State departments of instruction should have the means of answering correctly. Number II, more specific in some points, is adapted to reveal the condition of city systems. Besides these, there are upwards of twenty schedules, relating to different kinds of institutions of instruction.

Considering that the answers to these inquiries are wholly voluntary, they are more complete and accurate than could have been expected, and every year shows a gain in the direction of completeness. Still there are too many regrettable failures to respond to the inquiries. But in view of the very encouraging progress made, it may reasonably be hoped that at no distant future a very near approximation to completeness of returns may be reached.

School statistics are most beneficially appreciable only by comparison, and comparison is practicable only so far as uniformity exists. Notwithstanding the disadvantage under which the Commissioner has labored from lack of authority to demand regular and uniform returns from States, cities, and institutions, he has succeeded, almost from the first, in producing annual reports, in pursuance of the requirements of law in respect to the dissemination of information, far more comprehensive and valuable than have been issued in other countries.

Twelve years ago M. Buisson, in the former of his reports, already referred to, said: "The national Bureau of Education, at Washington, began a few years ago the organization of school statistics for the whole extent of the United States; and, if one seeks to-day to form an idea of the total result of instruction, there is no great country of Europe which affords so complete an exhibit of its educational institutions."

During the period which has elapsed since this was said, the reports of the Bureau, as already intimated, have been constantly improving in every respect, and the large number of copies annually printed and gratuitously circulated has made them accessible to all inquirers, thus keeping before all educational officials an admirable model of logically organized statistical facts and the current transactions relating to educational progress and development, both at home and abroad.

The tendency in educational administration of all sorts to conform more and more to the statistical organization adopted by the Bureau is highly gratifying, and it is desirable that educational bodies should favor this tendency and endeavor to procure the legislation requisite to render a complete conformity practicable.

Besides the annual reports, containing the most useful information that could be gleaned from foreign countries, together with the educational collections from our own country, already referred to, each giving abstracts of the various classes of instruction, such as primary, secondary, superior, professional, and special, with lists and statistics of all noticeable institutions, and a general summary of the whole educational field, the Bureau has issued several valuable special reports on important topics of current interest, a number of smaller publications on matters of minor importance, and occasional circulars of information, to the number of about sixty. In quantity these publications, up to the year 1883, amounted to 15,577 closely printed large octavo pages.

III. The invaluable Reports issued from the Bureau of Education, the institution characterized by the great French authority just cited as the "central establishment of comparative school statistics," could have had no existence but from the large precedent development of State and local systems of school reports, which had familiarized the public mind with the necessity and value of comparative school statistics.

In every State<sup>1</sup> of the Union, Territories not being considered here, legal provision

<sup>1</sup>The committee regret to be obliged to except the State of Kentucky, from which, up to the present time, they have not been able to obtain a report or a copy of the school laws. This exception applies to one or two subsequent statements.

exists for the preparation of a report, either annual or biennial, of the condition of the public schools, either by the board of education or the chief educational officer, who is usually styled superintendent of public instruction, though he is sometimes designated as commissioner or as secretary of the board of education. As there is no State where a general report of the system of instruction is not required, so there is no State where there are not specific legal provisions for gathering up the information necessary for the statistical portion of the report, and no State, it is believed, where this class of information is not required to be supplemented in the report by information other than statistical, including suggestions for remedying defects and promoting success. In some States, Alabama for example, it is enjoined upon the superintendent by statute to study other systems at home and abroad as a preparation for reporting the wisest plans for the improvement of the system.

For procuring the facts requisite for the statistical part of the report, specific, detailed provision is made in almost all cases. These provisions prescribe: (1) what classes of facts shall be obtained and reported; (2) what local and subordinate officials, both scholastic and non-scholastic, shall procure and make returns of the different classes of facts called for by the schedules of inquiries sent out by the superintendent; and (3) the penalties for non-performance of the duties thus prescribed.

In respect to all these points there is a wide diversity among the school codes of the States. Most of these codes contain excellent provision for some particulars of these requirements, while they are quite deficient in others.

1. Recurring to the first division, we find that while in some States numerous classes of facts are made obligatory for the report, in others it is left mostly or entirely to the discretion of the superintendent to determine this matter. Of the latter class, New Jersey is, perhaps, the extreme example, while Illinois may be taken as a type of the former, the obligatory facts called for being set forth as follows:

"The whole number of schools which have been taught in each county in each of the (2) preceding years, commencing on the first of July; what part of said number have been taught by males exclusively; what part of said whole number have been taught by males and females at the same time, and what part by males and females at different periods; the number of scholars in attendance at said schools, the number of persons in each county under twenty-one years of age, and the number of such persons between the ages of twelve and twenty-one years that are unable to read and write; the amount of township and county funds; the amount of the interest of the State or common school fund, and of the interest of the township and the county fund annually paid out; the amount raised by an ad valorem tax; the whole amount annually expended for schools; the number of school-houses, their kind and condition; the number of townships and parts of townships in each county; the number and description of books and apparatus purchased for the use of schools and school libraries under the provision of this act, the price paid for the same, and the total amount purchased, and what quantity and how distributed; and the number and condition of the libraries."

The starting-point of a good system of school statistics is a good plan of school census. For one of the elements of a good census, namely, an *annual* enumeration, provision is made in most of the State systems. In a few, however, it is quite too infrequent, taking place only at intervals of four and even five years, as in the case of Virginia. In a number of the systems, the information gathered by the census is insufficient. Until recently, the Massachusetts law required but a single fact to be obtained by the enumerators, namely, the number of persons between the limits of the school age; and it now requires, in addition, only the name and age of each person enumerated. It has been improved in one other particular, however, namely, by making the school boards of cities and towns responsible for taking the census, whereas previously it was the duty of the tax assessors, who were wholly independent of the school department. In a considerable percentage of the States, this service is still left to officials outside of the educational organization. California is, perhaps, the State which occupies the most advanced position in respect to provision for obtaining the school census. This provision is, in substance, as follows: There are officers in each county for this particular duty, called census marshals. It is the duty of this officer to take the census, annually, of all children under seventeen years of age, by personal visitation and observation, and inquiry at each dwelling. He must take the number, age, sex, color, and nationality, of all the children listed, and the names of parents and guardians, and such other facts as the State superintendent of public instruction may designate; and the report must be made under oath, on blanks furnished by the State superintendent.

The census marshal has power to administer oaths to parents and guardians.

But, however the school codes may differ in regard to the prescribed items of statistics to be obtained, which may be regarded as constituting the permanent part of the statistical report, they approach to unanimity in properly giving the superintendent discretionary power to include other items in their schedules of inquiries.



There is still another diversity to be noted in respect to the materials for the statistical report. In a few States the report is limited exclusively to matters pertaining to the public-school system. In a considerable number, statistics of private schools are included. In some, the report embraces, also, an account of such institutions subsidized by the State as are actually under the supervision of the board of education or the superintendent. In other States, the superintendent is required to include in his report information concerning all educational institutions receiving aid from the State, including the State universities and colleges, where such institutions exist.

2. In every State, the superintendent or board of education is required to send to certain local officials blank schedules of inquiries to obtain the statistical facts requisite for the State report; and it is made the duty of these officials to make returns of the information called for.

In a large proportion of the States, the county superintendent is the medium of communication between the State department and the local boards, officials, and teachers. This officer is made responsible for the collection, consolidation, and forwarding of the returns of his county.

In the more rudimentary systems, the teachers report the school statistics directly to the county superintendent; while in those more completely organized, the teachers report certain classes of facts to the town or township trustees, who consolidate the facts thus obtained with information obtained from other sources, and report the same to the county superintendent. As a means of securing uniformity and accuracy in the returns, the proper school registers are furnished to the teachers by the State.

The Indiana system is a good representative of this type, and perhaps deserves the distinction of being cited as making the most logical, complete, and liberal provision for the State report of any system in the country.

In the New England States, where, unhappily, no office analogous to that of county superintendent exists, the city and town boards are made responsible for reporting directly to the State department the requisite statistical returns obtained from teachers and other sources.

3. And, finally, to secure honesty and punctuality in making the required returns, more or less stringent provision is everywhere made. In the most advanced States, the officials of all the orders in the hierarchy concerned in making the returns have to verify their reports by affidavit, and are subject to serious forfeitures and fines for neglecting to report at the time legally specified. In the case of teachers, a portion of the salary is withheld; in the case of town and county officers, fines are imposed on the delinquents, and school moneys withheld from the schools under their charge.

While legal provision, more or less complete, is made, as we have seen, in all State systems, for exhibiting the condition and progress of public instruction, the superintendent is left more largely to his own resources for the information requisite for that division of the report containing the statements touching the condition, progress, and wants of the system, which cannot be presented in statistical form. One of the sources of this information is afforded, however, to some extent, in nearly every State, by local printed and written reports.

We are thus brought to the consideration of the provisions for the other class of school reports besides the general or State reports, namely, the local reports of different kinds, such as county, city, town, and township reports. Here we find scarcely anything approaching to uniformity, either in respect to statutory provision or local practice. In many States the county superintendents are required to make written reports to the State superintendent. In Virginia, the county superintendents and superintendents of cities must make reports to the State superintendent, brief abstracts of which shall be furnished to every newspaper published in the county.

Statutory provision, requiring city, town, and township reports to be printed, is exceptional. In Massachusetts, however, the school committee of every city and town is required annually to print a detailed school report, in octavo form, for the use of the inhabitants thereof. And in the New England States, generally, the school committees of towns are required to make detailed annual reports to the town meeting, though the printing of the same generally depends upon the vote of the town.

IV. To attempt to estimate the results, in the promotion of education, of the legal provisions thus briefly reviewed, would be to go beyond the scope of our inquiry, which is concerned with their results only as manifested in the reports produced, viewed in respect both to their quantity and character. As every State has come to have a public-school system, with a State department of supervision, so we find that a report has come to be issued by every State department of schools. The results of an examination of a set of these documents recently issued, in respect to form, size, number of copies issued, contents, etc., are herewith presented in tabular form:



Table of facts relating to State Reports.

States.	Annual or Biennial.	For What Years.	Number of Pages.	Accompanied by written reports of county superintendents.	Table of contents or index.	Bound.	Summary of statistics.	By what authority printed.	Number of copies printed.	Whole No. of pages printed.	Separate county reports in pamphlet.	City and town reports printed.	Township reports printed.
Alabama.....	A.	1882	115	No.....	Neither.....	No.....	Yes.....	Act.....	3,000	345,000	No.....	Few.....	No.
Arkansas.....	B.	1881-82	187	Extracts.....	do.....	Yes.....	No.....	Statute.....	5,000	925,000	No.....	Few.....	No.
California.....	B.	1881-82	177	do.....	do.....	No.....	Yes.....	Act.....	4,500	706,500	No.....	Few.....	No.
Colorado.....	B.	1881-82	159	do.....	do.....	No.....	No.....	do.....	3,000	477,000	No.....	Optional.....	No.
Connecticut.....	A.	1885	200	Sch. Vrs. Extr.....	Con. and Ind.....	Yes.....	Yes.....	Statute.....	3,000	477,000	No.....	Generally.....	No. T. P.
Delaware.....	A.	1885	71	No.....	Neither.....	Yes.....	Yes.....	Statute.....	1,500	106,500	No.....	One.....	No.
Florida.....	B.	1882-84	20	do.....	do.....	No.....	No.....	do.....	2,500	145,000	No.....	No.....	No.
Georgia.....	B.	1881-82	112	do.....	do.....	No.....	Yes.....	do.....	6,000	280,000	No.....	Four.....	No.
Illinois.....	B.	1881-85	451	Special.....	Con. and Ind.....	Yes.....	Yes.....	Statute.....	40,000	2,706,000	No.....	Some.....	No.
Indiana.....	B.	1879-80	338	Yes.....	Index.....	Yes.....	Yes.....	Statute.....	10,000	5,980,000	Few.....	Few.....	Six.
Iowa.....	B.	1881	252	Extracts.....	Contents.....	Yes.....	Yes.....	Act.....	6,000	1,692,000	No.....	Cities.....	In papers.
Kansas.....	B.	1881-82	191	No.....	Index.....	Yes.....	Yes.....	Act.....	1,000	151,000	No.....	Few.....	No.
Kentucky.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana.....	B.	1882-83	27	No.....	Neither.....	No.....	No.....	Statute.....	?	627,000	No.....	One.....	No.
Maine.....	A.	1884	138	County Board.....	Contents.....	Yes.....	Yes.....	do.....	5,000	590,000	No.....	Yes.....	No.
Maryland.....	A.	1884	335	County Board.....	Neither.....	Yes.....	Yes.....	Act.....	3,000	1,008,000	No.....	One.....	No.
Massachusetts.....	A.	1882	443	No.....	Con. and Ind.....	Yes.....	Yes.....	do.....	4,500	1,973,500	No.....	Yes.....	No.
Michigan.....	A.	1883	480	do.....	Con. and Ind.....	Yes.....	Yes.....	Statute.....	2,500	1,200,000	No.....	Few.....	No.
Minnesota.....	B.	1881-82	239	Yes.....	Neither.....	No.....	No.....	Act.....	4,000	956,000	No.....	Cities.....	No.
Mississippi.....	B.	1882-83	79	Special.....	do.....	No.....	No.....	do.....	.....	679,000	No.....	.....	No.
Missouri.....	A.	1881	212	No.....	Index.....	No.....	No.....	Sup't.....	4,000	875,000	No.....	Yes.....	No.
Nebraska.....	B.	1883-84	135	City Sup't's.....	Index.....	No.....	Yes.....	Act.....	5,000	618,000	No.....	Few.....	No.
Nevada.....	B.	1881-82	44	No.....	Neither.....	No.....	Yes.....	do.....	1,000	41,000	No.....	No.....	No.
New Hampshire.....	A.	1883	304	School Com.....	Index.....	Yes.....	Yes.....	Act.....	6,000	216,000	No.....	Generally.....	No.
New Jersey.....	A.	1881	265	Yes.....	Neither.....	Yes.....	Yes.....	Act.....	1,000	1,710,000	No.....	Cities.....	No.
New York.....	A.	1883	405	do.....	Index.....	Yes.....	Yes.....	do.....	2,500	1,012,500	No.....	.....	No.
North Carolina.....	B.	1882-84	219	No.....	Index.....	Yes.....	Yes.....	do.....	1,000	215,000	No.....	Few.....	No.
Ohio.....	A.	1881	362	do.....	Index.....	Yes.....	Yes.....	do.....	52,000	8,181,200	No.....	Yes.....	No.
Oregon.....	B.	1885	120	do.....	Neither.....	No.....	Yes.....	do.....	61,000	1,121,000	No.....	No.....	No.
Pennsylvania.....	A.	1881	479	Yes.....	Contents.....	Yes.....	Yes.....	do.....	1,800	1,457,000	No.....	Yes.....	No.
Rhode Island.....	A.	1881	297	Ext. Sch. Com.....	Con. and Ind.....	Yes.....	Yes.....	do.....	300	328,500	No.....	Few.....	No.
South Carolina.....	A.	1881	121	Extracts.....	Neither.....	No.....	No.....	do.....	.....	36,350	No.....	.....	No.
Tennessee.....	A.	1881	167	Digest.....	do.....	No.....	Yes.....	do.....	.....	6167,000	No.....	.....	No.
Texas.....	B.	1882-84	77	No.....	do.....	No.....	Yes.....	Act.....	2,100	81,700	No.....	Yes.....	No.
Vermont.....	B.	1881-82	125	Town Sup't's.....	do.....	Yes.....	Yes.....	do.....	3,500	441,000	No.....	.....	No.
Virginia.....	A.	1882	71	No.....	Contents.....	Yes.....	Yes.....	do.....	5,500	259,600	No.....	.....	No.
West Virginia.....	B.	1881-82	230	Yes.....	Neither.....	No.....	Yes.....	Statute.....	?	6257,000	No.....	Few.....	No.
Wisconsin.....	A.	1881	452	Extracts.....	Contents.....	No.....	Yes.....	do.....	.....	61,256,000	No.....	.....	No.
Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38,691,700	.....	.....	.....

a Estimated.

- b First edition, 300.

It appears by this examination of the documents in hand that just one-half are annual reports, while the other half are biennial. The pages are of the ordinary octavo size, with the exception of three, which are somewhat larger, namely, those of Pennsylvania, Ohio, and Michigan. In respect to the number of pages they contain, they range all the way from two-score to six hundred, and in the number of copies printed, from 300 to 22,600, the State of Ohio taking the lead in issuing this liberal number. It appears that, in general, the smaller the report in size the smaller is the number of copies issued. The average number of pages to a report is 229, and the aggregate number in the set at hand is 8,482. The grand aggregate in a single issue or set is upward of 38,000,000 pages. If we compare the whole number of pages printed with the number of inhabitants in the extreme States, Ohio and Oregon, we find that, in the former, the ratio is 2.5 to 1, and, in the latter, .73 to 1. Very nearly one-half the set are in suitable binding, the rest being in paper covers.

As to the contents, we find, in the first place, about one-half of these documents contain county superintendents' reports, in whole, or in part, or extracts from city and town reports. We find that about two-thirds of the superintendents' reports begin with a more or less extended summary of statistics, and that all of them contain a body of statistics in detail. The following may be mentioned as samples of other matters accompanying or embodied in the reports proper of superintendents: The report of the president of the State University; an elaborate illustrated treatise on school architecture; a catalogue of the holders of State certificates of qualification for teaching; practical essays by county superintendents, prepared by request; addresses delivered before the State Teachers' Association; reports of the State normal schools, and institutions for the deaf, blind, and feeble-minded; reports of conductors of institutes; report of the State high school board; report of the board of education, and reports of the agents of the board; report of the manual training school; account of teachers' vacation institutes.

Passing from State reports to local, we find that there are no separately issued county reports, there being, as we have already seen, no legal provision therefor.

Although cities are not generally required by law to print reports, as a matter of fact the cities which do not issue annual reports are very exceptional. These reports are uniformly of octavo size of page, and in aggregate number of pages annually printed far exceed the State reports. In character, these reports differ from the State documents, in dealing more especially with matters pertaining to school organization and methods of instruction and discipline, and also in details of statistical facts. Here the unit of comparison is the school, whereas in the State report it is the county, city, town, or township.

Published annual reports of towns and townships are practically limited to the New England States, where they are very general. In Massachusetts, in accordance with the law already mentioned, the school committee of every one of the 346 cities and towns print, annually, a detailed report of the schools, for the use of the inhabitants thereof. Each year a set of these documents is bound up, making about twelve fair-sized octavo volumes, and placed in the library of the Board of Education.

M. Buisson, in considering our school reports, national, State, and local, characterizes them as an "inexhaustible source of information and judgments," and "a collection of authentic school documents without a parallel."

V. It remains now to add some criticisms and suggestions.

The most obvious thing to remark as the result of the examination of the set of State documents, and the facts presented, is that while these reports, as a whole, are highly creditable, not only in respect to the quantity and character of the matter which they contain, but in the number of copies printed and circulated; yet there is a number of them which, though in general satisfactory, and in some cases worthy of praise in point of quality, are wholly inadequate, in respect to quantity and variety of material, to serve the purpose intended, and the number of copies printed is far too limited to supply the need, on any reasonable theory of issuing reports.

It seems a surprising fact that just one-half of these documents have been sent out having neither an index nor a table of contents. To send out such a document as a State school report without an index or table of contents would appear to be an inexcusable omission. Five reports have a table of contents without an index, eight have an index without a table of contents, while five only have both a table of contents and an index. An index is hardly necessary to a small document, but to the larger ones it is indispensable for purposes of consultation.

Considering the number and rank of the authorities who have sanctioned the custom, we are warranted in laying it down as a rule that the superintendent's report should contain a statistical summary, and the better taste places it in the foreground, instead of sandwiching it in the middle or appending it to the end. Those which do not contain such a summary must be regarded as defective. The summary ought to contain a



clearly and logically arranged statement of the final result of every class of tabulated information, set out in comparison, as far as is practicable, with the results of the preceding or other previous year. The summary is usually a fair criterion of the character of the whole document. In some of these, singular omissions are noted; such as the statement of the school age, in connection with the number of children of school age, the population of the State, the distinction of sex with respect to pupils. We notice in one statistics of towns, both by counties and by State, and yet the number of towns in the respective counties and in the State is nowhere given. In the present set or series, perhaps the fullest and most complete summary is found in the Wisconsin document. It is, however, perhaps a little too extended to be accurately described as a summary, as it comprises, with some brief explanatory remarks, about twenty-five pages.

In the best reports, the statistical summary is followed by an interpretation and discussion, more or less extended, of its contents. Here the author finds himself in need of the most thorough knowledge of school economy, as well as a familiar acquaintance with the working of the system under consideration, as the superintendent is not merely an agent for the collection and diffusion of information, however important this office may be. The essential function of the State superintendent is that of adviser. In the first place, he is the authoritative adviser of the legislators on educational matters. In this capacity it is constantly incumbent on him to handle, in his report, topics which belong to what we may denominate *educational statesmanship*, that is, the questions of all sorts relating to educational legislation. Educational statesmanship requires especially two things—a knowledge of educational systems and a knowledge of jurisprudence.

Probably no superintendent has surpassed Horace Mann as an educational statesman, and although his style was too rhetorical and discursive for a model for imitation, and many of the topics he treated have become somewhat obsolete in our day, it would be well if his twelve reports could be carefully read by every superintendent before sitting down to write his first line of advice to legislators. But it is more especially important that the superintendent should be well informed on the current history of education at home and abroad. Hence the appropriateness of the Alabama provision already cited, respecting the studies and inquiries of the superintendent. But the superintendent is also the legitimate adviser through his reports, especially in States where local reports are few and far between, of teachers and school officials in respect to methods and management, and the details of school-keeping and local school administration. A considerable proportion of these reports are good examples of what reports should be in this comprehensive, two-fold sphere of advice and counsel, of opinion and judgment. But how striking the difference, in this respect, between the crude and provincial utterances of the inexperienced chief and the sound and judicious pages of the later reports of a Wickersham?

Turning again to the statistical portion of these reports, we find them, in general, worthy of great praise, especially in view of their comprehensiveness. The majority of them comprise a wide range of classes of information, and are well digested and arranged. In taking up any one of the twenty best specimens, one would justly call it admirable; but in attempting to make a comparison between them, one would soon meet with difficulties, not only on account of deficiencies not at first discovered, but also on account of omissions in each, which ought to be supplied, or some superfluities which ought to be lopped off. It is not necessary that the statistics of all States should be identical in facts and form; but uniformity is desirable up to a certain point, including the elements which are especially useful for interstate comparison. These items should constitute the permanent part of the system. Beyond this point, other classes of facts should be added as the exigencies, from time to time, require. Such a uniformity is recommended and urged, not merely for the purpose of interstate comparison, but because, up to a certain point, which it is not necessary now to attempt to fix, there can be but one best scheme of statistical exhibit for any State, and, this being determined upon, it follows that every State ought to conform to it as far as is practicable. There is but one practical way of reaching this uniformity, and that is by making the permanent part of the statistics of States and cities conform to the statistical schedules Numbers I and II, respectively, of the Bureau of Education. Considerable progress in this direction has already been made. A united and vigorous effort on the part of superintendents would, no doubt, accomplish, at no distant future, the desired result. Were this theory adopted, there would be no further room for new schemes of statistics. The logical process of improvement would consist in modifying items in the Bureau schedules, as demanded by competent public opinion. One of these items the committee take the liberty to call attention to, namely, that of legal school age. In his last Report the Commissioner of Education states, on this point, that "there are sixteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to fourteen, a period of six years only."

School age may serve one of three purposes: (1) To include the persons entitled to school privileges; (2) to include the children who ought to be constantly in attendance at school during school time; (3) to include the persons whose number is taken as the basis for the apportionment of school revenue. It is the attempt to make one age answer these three different purposes which has caused the existing diversity of both law and opinion as to its limits. It is evident that it makes very little difference what is adopted as the school age to serve as a basis for the equal distribution of school funds. The essential thing is, in this case, that the persons between the limits of age fixed upon be accurately enumerated. Again, it is evident that the school age, as indicating the right to school privileges, should not be the same as the school age as indicating the obligation to be in attendance at school. The former might be called the legal school age, the latter the obligatory school age. The enumeration of persons of legal school age, as thus defined, has no useful purpose; while the enumeration of persons of obligatory school age has. It is the opinion of the committee that the obligatory school age, as thus defined, should be the census age, should be taken as the basis for the apportionment of school revenues, and as the basis for school statistics. What should be the limits of this age? It is recommended that the limits be six and fourteen, as the best opinion and practice have adopted these limits of age for compulsory education. In the Bureau schedule the school age is from six to sixteen years. It is evident that this cannot be adopted as the legal school age as above defined, nor as the obligatory age, the upper limit being too high for the latter and too low for the former. If, therefore, universally adopted, for the purpose of school census, it would serve the purpose only as the basis for the apportionment of school revenues. No State has as yet adopted the school age here recommended; but, on the other hand, only one State has adopted the age of the Bureau schedule. Two States have followed Massachusetts in adopting five and fifteen as the limits; but these limits were adopted in Massachusetts for no earthly purpose except as a basis for the apportionment of the proceeds of the school fund, the right to school privileges having no relation whatever to this age. Nor does the compulsory school period, which is from eight to fourteen, conform to it at either extreme.

In the matter of school nomenclature, greater uniformity is desirable, to render both the statistics and the organization and management of different systems intelligible to outside inquirers. Who can unravel the mystery of the word "district," as used in all the different States? And who but a New Yorker can understand the meaning of that word, even in the State of New York? Or who can tell what the phrase, "whole number of children," as used in different reports, means? Whether the whole number on the roll at a given date, the whole number of different children enrolled during the year, the whole number enrolled with duplicates, or the whole number of children enumerated? The "number belonging" and "membership" are no less indeterminate phrases.

In many State reports, the "whole number of schools" is given. This item seems to be not only useless, but misleading. It is certainly useless, both for home and interstate comparison, as the increase or diminution in the number of schools is not necessarily an indication of an increase or diminution in school accommodations. If this item be included, the kind of school should be indicated.

In respect to comparison of certain statistical matters, we find that, in one State at least, the law requires the superintendent, in his report, to arrange the statistical facts so as to show the comparison between the results of the current year and the preceding, or some previous year, when he may deem it desirable. Many reports contain the former comparison, that is, the results of the current year with the preceding, but very few show a comparison of the current year with a more remote year, say the fifth, tenth, or twentieth year previous. The comparison between the results of somewhat widely separated periods is often more instructive than the comparison between two consecutive years, which can hardly show the drift of things in any particular. A still more useful form of comparison for occasional presentation is that for a series of consecutive years, say ten, a good example of which is found in the statistical summary of the California report.

Mr. Mann invented two modes of comparing the towns of a State: (1) by ranking them according to the percentage of valuation raised by tax and appropriated to school purposes; and (2) by ranking the towns according to the amount raised by taxation per capita of the school population. This device has been perpetuated, and it has had no little effect in stimulating the towns to attain and hold a respectable rank in these lists, and especially to avoid falling to a place near the foot.

In city reports, especially, it is a practical question of considerable importance where to draw the line between the classes of facts appropriate for comparison and the classes inappropriate. Among the latter may be set down the following: a comparison of schools



with respect to the percentages of scholarship in the different branches; the record of tardiness and misdemeanors; the rank of the graduating class, especially if girls. So are rolls of honor inadmissible, at least as far as girls are concerned.

#### SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS FOR THE SPECIAL CONSIDERATION OF THE COUNCIL.

1. That all State reports be annual, without regard to the fact whether the legislature has annual or biennial sessions, as the report is not merely for the use of the legislature, but for educational officials, teachers, and such of the inhabitants as might be expected to profit by such a document.

2. That all county superintendents make annual written reports, which, upon the approval of the State board of education, or superintendent, shall be printed in the State report, or separately, for the use of the inhabitants of the counties respectively, or equivalent districts.

3. That all city boards or superintendents print annual reports, within reasonable limits as to details and expense, for the use of the inhabitants of the respective cities.

4. That the school boards of towns or townships, where there are no county superintendents, print annual reports, as in above section, for the use of the inhabitants of their respective towns or townships.

5. That all reports, general and local, be printed in pamphlet form of the ordinary octavo size.

6. That all State reports, and a portion, at least, of city reports, be issued in binding.

7. That all reports have a table of contents, and that those of the larger size have also an alphabetical index.

8. That all reports of school systems, State and local, begin with a statistical summary, and that a committee of the council be charged with the duty of reporting on the best plans of statistical summaries for State and local systems respectively.

9. That a committee of the council be charged with the duty of reporting on the subject of uniformity of nomenclature.

10. That the items requisite for obtaining the information necessary to meet the requirement of Schedule No. I of the Bureau of Education constitute a permanent part of the blank inquiries annually sent out by State superintendents, and that the returns to the same constitute a permanent part of the State report.

11. That all accounts, records, and registers of city systems of schools be so kept as to afford the statistical information called for by Statistical Schedule No. II of the Bureau of Education, and that the same items be included in the annual reports of the city systems, as a permanent part of the statistics thereof.

12. That in all State systems of statistics, a distinction be made between rural and urban populations, the inhabitants of compact towns or villages containing a population of five thousand and upward being designated as urban, and all others as rural.

13. That the State reports contain the actual number of persons of each age in all the public schools of the State at an approximate date, say the middle of the school year, distinguishing between urban and rural schools; and that city reports contain the actual number of each age at a given date: (1) irrespective of grades; (2) in the three different grades, high, grammar, and primary; (3) in each class and school of these three grades.

14. That useless and false averages be eliminated from statistics; for example, the average number of months the schools have kept, as reported in the Massachusetts report.

15. That in all the statistics relating to the *personnel* of systems and schools, the distinction of sex be maintained.

16. That the number of State reports to be printed, and the mode of distribution, be fixed by law in all the States, as it now is in some of them, and that such statute specially provide that a reasonable number, not less than twenty-five, be sent to the Bureau of Education, and that not less than four copies be sent to the Department of Education of every other State, and that a copy be sent to each of the normal schools, colleges, and public libraries, the newspapers within the State, and the educational press of the country at large, and that a liberal number be left for distribution at the discretion of the superintendent.

17. That the legal and census school age be from *four to twenty-one*, and the obligatory school age from *six to fourteen*.

18. That a committee of the council be charged with the duty of reporting on the utility and the ways and means of promoting an international comparison of school statistics.

JOHN D. PHILBRICK, <i>Chairman</i> ,	} Committee.
WILLIAM E. SHELDON,	
THOMAS B. STOCKWELL,	

## SCOPE OF REPORTS.

The increased attention paid to educational reports emphasizes the need of uniformity in respect to the classification of schools, and in respect to the statistical schemes employed in State reports and in the several classes of local reports.

The progress toward these results since this series of national reports has been undertaken has been very marked, but much more remains to be accomplished. The school statistics of the country should give an annual survey of the child-life of our people. The last decennial census, by reporting the population by years from one to twenty-one inclusive, afforded an opportunity never before available for the study of the school period of our people. There are those who hesitate when an annual survey or report is proposed; but if this measure of the life of our population is not of sufficient importance to be taken annually, what accounting can deserve yearly attention? Some States unfortunately take no school census, relying wholly upon the decennial census of the United States for all the knowledge they have of their school population and of the administration dependent upon that knowledge. With all the facts before me, my urgent recommendation would be in favor of an annual survey of our population from one to twenty-one inclusive, including a census by years, sex, color, and nativity, by each State. Whatever different terms are used for local convenience or to suit local conditions, for the sake of uniformity in a report for general purposes school attendance should be reported by years, each year standing for a grade. In this way all purposes of generalization would be answered, and at the same time all local peculiarities of terminology and tradition be accommodated. An idea of the items that we would include in these reports is illustrated by the schedules on which the tables of this Report are made. Such a report as I have here indicated would show the work absolutely done by the schools, whether adequate or inadequate to the ends proposed.

## RECESS OR NO RECESS.

The report of a special committee appointed by the National Council of Education to consider the subject of recess or no recess in schools was given in full in my last Annual Report. After discussion before the council the subject was referred back to the committee for further investigation.

The effort made by the committee to render this renewed investigation complete and exhaustive will be seen by the following questions, to which answers were solicited from superintendents of schools, principals, teachers, school officers, physicians, professional men of all classes, and parents.

I. Is the no-recess plan in operation in the schools under your supervision or instruction?

II. If it is not, has any proposition been made toward the establishment of the plan, and what arguments prevailed against the proposition to introduce it?

III. Have you returned to the recess plan after a fair trial of the no-recess plan? and, if so, what causes led to the change?

IV. What condition existed in and about your schools that prompted the officials to abolish the recess and adopt the no-recess plan, and with whom did the proposition originate to establish in your schools the no-recess plan—with the superintendent and teachers, with the board of education, or with the patrons?

V. How many hours of continuous confinement within the school-room are required daily, a. m. and p. m., of pupils in the several grades under your no-recess plan?

VI. What are the precise duties and privileges of pupils that have been substituted for those of the recess in the several grades of your school?

VII. Are physical exercises as a practical means of retaining and securing health in the school-room an equivalent under your no-recess plan for the exercise afforded to pupils by an outdoor recess?

VIII. What effect has the no-recess plan upon the management and government of your schools, especially in the matter of the pupils' habits in conduct?

IX. Is the no-recess plan extending among the schools in your vicinity?

X. How is the health of pupils affected in the following particulars by the no-recess plan, so far as your observation and experience extend?

NOTE.—State explicitly the nature and character of the examinations instituted to arrive at the facts and opinions which you recount in your answer to the questions asked

under (a) to (c) below. Special inquiry is made about those children that have inherited or have developed weaknesses in the points enumerated.

(a) Does or does not the no-recess plan affect the duties and privileges of pupils in such a way as to develop or aggravate in any of them nervous irritation—revealed by a tendency to or an absence from cerebral pains, inability to think or to act or to remember, weariness, coldness of extremities, want of blood in the brain, irritation of the sympathetic system of nerves—owing to continuous sedentary confinement in the school-room with its heated and perhaps vitiated air?

(b) Does or does not the no-recess plan affect the pelvic organs—revealed by a tendency to develop or aggravate irritation and disease of the kidneys, bladder, rectum, or by blood-poisoning from retention of urine—owing to the failure of pupils to comply regularly with the physical necessities under which they rest, to a lack of those physical exercises which tend to keep in a healthy condition the organs enumerated, and to the continuous confinement upon the seats in the school-room?

(c) Does or does not the no-recess plan affect the eye-sight—revealed by developing or aggravating enfeebled powers of those organs, owing to deficiency of outdoor exposure?

(d) Does or does not the no-recess plan affect the nasal passages and lungs—revealed by developing or aggravating catarrh or irritation of the lungs, owing to too continuous exposure to the dust, heat, and air of the school-room?

(e) How do the physical exercises substituted by the no-recess plan for those of the recess affect, relatively, the rapidity of the pulse of pupils when it is compared to the rapidity developed in the exercises of the outdoor recess?

Very respectfully submitted,

STATE NORMAL SCHOOL,  
Cortland, N. Y., January 7, 1885.

J. H. HOOSE,  
*Sub-committee on Hygiene in Education.*

In response to these questions the committee received thirty-two communications that discuss the no-recess plan. These communications represent eleven States; they represent, also, public schools and educators that may be called fairly representative of those in the United States. Of these thirty-two communications 56 per cent. favor the no-recess plan, and 44 per cent. favor the recess. Only 10 or 12 per cent. report that the no-recess plan is extending, so far as the writers knew. The no-recess plan has been in operation fourteen years in one place, but in the others it has been on trial less than two years on an average. Two communications report a trial of the no-recess plan and a subsequent abandonment of it or steps to that effect.

The no-recess plan was advocated originally by the superintendent, aided by the teachers, in most of the places where it has been introduced; in one or two instances by a member of the board of education; in one case against the opinion of the superintendent, who favored it, however, after a trial of two years.

The further analysis of the answers brought the committee to the conclusion that the no-recess plan is closely connected with a diminution of school hours that is gradually taking place.

In illustration of the tendency they present the hours of school session in nine cities in which the no-recess plan is on trial. From these figures it appears that—

The average school-day of the no-recess plan begins at 9 a. m., and closes at 3.30 p. m.; it is  $6\frac{1}{2}$  hours long over all; 2 hours and 10 to 20 minutes of this time are recess; *i. e.*, just  $\frac{1}{3}$  of the average school-day, from the time it begins until it closes, is given up to rest and recreation. The extreme of this no-recess school-day is reached in a period of 3 hours actually spent in school; yet 5 or 10 minutes of this time are devoted to rest from study; in this case, of the  $6\frac{1}{2}$  hours of the entire day, only  $\frac{1}{3}$  of it—less than  $\frac{1}{4}$ —are spent in school. In the presence of these facts, where over half the school-day is spent in recesses, how are we gravitating in school affairs?

The old-style school began at 9 a. m., closed at 12 m.; began again at 1 p. m., and closed at 4 p. m.;  $1\frac{1}{2}$  hours of these 7 hours were devoted to rest, the other  $5\frac{1}{2}$  hours were devoted daily to actual work; *i. e.*, only  $\frac{3}{14}$  of the entire school-day were given up to rest and recreation, as against  $\frac{2}{3}$  of it in the extreme case under the modern no-recess plan, where the plan has been established for fourteen years. Return to still earlier customs, those which held school 7 hours per day, and 6 days in the week; here were 33 hours per week of actual work in school, against 15 hours under the last mentioned school organized under the no-recess plan.

These facts reveal the actual problem that is involved in this investigation. It is not the question of recess or no recess in schools, a hygienic question; but is a very dif-



ferent hygienic problem, that of the maximum time that should constitute a school-day of actual work; or, put in another form: What is the maximum time per week that should be spent in actual work in public schools by pupils in order that they may be most benefited by the schools? The question could be stated in another form: What is the maximum number of hours per week for which schools should be maintained by public taxation?

In thus bringing clearly into view the problem that has developed from the no-recess plan, the committee have rendered an important service to the public.

Many reasons, however, still remain for keeping before the attention of teachers and school officers the injurious effects of prolonged sessions of study and recitation without due intervals for recreation and refreshment.

This matter has not been overlooked by Dr. Hertel in his discussion of "Overpressure in the high schools of Denmark." "We must not," he says, "lose sight of the fact that one long spell of work is far more exhausting to the child than the same number of hours would be if divided by a considerable interval."

In this connection Dr. Hertel gives the following report of a discussion of the distribution of school hours before the Swedish Medical Society, Stockholm: By the Education Act of 1878 it is enacted that in the five youngest classes in all the Swedish high schools the pupils must not be worked for more than two hours at a time, after which an interval of two hours is enjoined, though half an hour of this may be devoted to singing or gymnastics. This arrangement was introduced because Swedish pedagogues thought that longer spells of work must fatigue the children. The result of this was that on some days the school hours were divided into three sections, *e. g.*, in summer, from seven to nine, from eleven to one, and from three to four. In many places this splitting up of the time proved rather a disadvantage, particularly if any of the pupils lived far from school, because the home work was interrupted thereby. Several schools, therefore, applied for permission to extend the limit to three hours at a time, with an interval of two hours, confining the work, however, as much as possible to the early part of the day. Before granting this request the Government demanded the opinion of the Medical Society, of which the following is a *résumé*: Three hours' consecutive work is permissible if an interval of ten minutes be allowed for every hour, and one hour of the three set apart for easy work, such as singing, writing, or the like. After that there must be two hours' complete rest, not mere nominal rest—devoted to singing or gymnastics, partly to allow the children plenty of time for lunch and recreation, partly to admit of the class-rooms being properly ventilated. After these two hours the work should be recommenced, so that it may be over before the dinner-hour, leaving the afternoon for preparation.

Dr. Hertel's comment on this opinion deserves our attention. "Such an arrangement," he says, "appears to entirely correspond with pedagogic and hygienic demands for a proper distribution of work hours, and its main features may well be taken by us as a model. The extreme care with which all such questions are treated in Sweden, and the fact that no change is ever made without the opinion of medical men being taken as to its probable influence on the health of the children, contrast strongly with our educational legislation and regulations, which are committed entirely to the hands of pedagogues, without any such provision on behalf of the children's health as consultation with medical men would insure. The result is that hygienic considerations are with us completely overlooked."

#### SCHOOL LEGISLATION.

During the year the legislatures of the several States have given a fair degree of attention to school interests.

The following particulars of legislation in New York are from a full and interesting statement, for which the Office is indebted to Mr. F. G. Mather. Every year the judicial powers of the department of public instruction become more and more evident. According to a recent decision these powers extend to the control of the tax-lists.

The most important enactment of the New York legislature of 1885 relative to educational matters was the amendment to the general school law of 1864, which, after



deducting certain amounts, divides the remainder of the State school money into two equal parts; one-half of such remainder is divided equally between the school districts and cities (instead of one-third to the districts and two-thirds to the cities, as formerly) from which reports have been received in accordance with law.

The rural districts thus receive one-sixth more than before, and that one-sixth is taken from the city districts.

The Act is of the greatest consequence to the smaller and poorer school districts of the State, for it strengthens the 9,000 weak rural districts at the expense of the urban districts; this benefit to the rural districts is brought about with a smaller tax levy than that of 1884; in that year the \$3,018,000 for the free-school fund included the usual appropriation of \$2,750,000, \$18,000 for the normal schools, and appropriations for teachers' institutes and for the salaries of school commissioners. The rate of the tax levy was 1.055 mills. In 1885, on an equalized assessment, \$3,000,000 will be raised at the less rate of 1 mill.

Another very important amendment to the general school law of 1884 provides that (instead of a salary of \$500 to be paid out of the United States deposit fund) after October 1, 1885, every school commissioner shall receive an annual salary of \$1,000, payable quarterly out of the free-school fund appropriated to this purpose or to the support of common schools, and that whenever a majority of the supervisors from all the towns composing the school commissioner district shall adopt a resolution to increase the salary of their school commissioner beyond the \$1,000 payable to him from the free-school fund, it shall be the duty of the board of supervisors of the county to give effect to such resolution, and they shall assess the increase stated therein upon the towns composing such commissioner district ratably according to the corrected valuations of the real and personal estate of such towns.

There were also amendments relative to teachers' institutes, of which the following are of most general interest:

An amendment directing the trustees of every school district to give the teacher or teachers employed by them the whole of the time spent by such teacher or teachers in attending any regular session or sessions of an institute in a county embracing the school district or a part thereof, without deducting anything from his or their wages for the time so spent. The law formerly authorized the trustees in their discretion to give the whole or any part of the time spent, etc.

An amendment providing, in addition, in order to secure to teachers the full exercise of this privilege, that after August 20, 1885, all schools in school districts and parts of school districts not included within the boundaries of an incorporated city shall be closed during the time a teachers' institute shall be in session in the county in which such schools are situated; that in the apportionment of public school money the schools thus closing in any school term shall be allowed the same average pupil attendance during such time as was the average during that part of the term when the school was not thus closed; that any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon average pupil attendance during the days the school was thus kept in session; and that trustees and boards of education in such school districts and parts of school districts shall report in their annual reports to the school commissioners the number of days and the dates thereof on which teachers' institutes were held in their counties during the school year, and whether the schools under their charge were or were not closed during such days.

According to a recent decision of the department of instruction the particular cause of the absence of a pupil cannot be demanded of a parent. It virtually declares that the teacher can only find out whether or no the absence was with the consent of the parent. If it had such consent that is the end of the matter.

The powers of State boards of education, or of the chief executive officer of the department, have been extended in several States. In North Carolina, by an enactment of 1885, county boards of education are directed to obey the instruction of the State superintendent and to accept his construction of the school law.

The school law of Nevada, as amended in the same year, increases the power of the State board of education in respect to the examination of teachers and to the granting and revoking of certificates, and gives to the State board appellate jurisdiction over all questions relating to schools and referred to the county superintendents.

The school law of Wisconsin requires that every school district shall vote a tax sufficient to sustain a school for six months each year, instead of five months, as heretofore.

#### THE NEW ORLEANS EXPOSITION.

The stimulating influence of the educational exhibits and conferences that formed a feature of the New Orleans Exposition is manifest in almost every department of education. As this Office has in preparation a special circular of information respecting the Exposition, no further reference will be made to it in this Report. The circular will include the paper on the subject of school hygiene referred to in my last Report.

#### INSTRUCTION IN PHYSIOLOGY AND HYGIENE.

As a result of the efforts made in respect to instruction in physiology and hygiene with special reference to the effects of stimulants and narcotics upon the human system, the subjects have been added to the list of required studies in 18 States and 1 Territory.<sup>1</sup>

#### AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country who furnish the official information contained in these reports.

*Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.*

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.
States and Territories .....	43	43	43	43	43	43	43	43	43	43
Cities.....	239	241	253	333	351	351	312	306	306	306
Normal schools .....	152	166	179	242	252	273	278	278	304	335
Business colleges.....	150	157	163	191	197	230	305	279	293	333
Kindergärten .....	149	177	217	322	385	456	535	539	563	677
Academies .....	1,550	1,650	1,665	1,848	1,869	2,113	2,363	2,314	2,446	2,730
Preparatory schools .....	114	123	125	133	146	153	178	174	190	224
Colleges for women.....	252	264	277	294	297	290	290	278	284	296
Colleges and universities .....	331	335	339	402	402	396	394	376	387	393
Schools of science.....	76	77	80	86	88	91	91	88	94	107
Schools of theology .....	125	127	129	146	156	153	166	162	166	174
Schools of law .....	42	45	50	53	53	51	53	49	54	56
Schools of medicine.....	102	106	112	125	126	137	143	137	156	164
Public libraries .....	2,275	2,440	2,573	2,678	2,874	3,031	4,067	4,936	5,384	6,438
Museums of natural history .....	54	55	55	57	57	57	.....	.....	.....	.....
Museums of art .....	31	.....	.....	37	37	37	37	37	37	29
Art schools.....	30	.....	.....	37	33	33	33	37	37	38
Training schools for nurses.....	.....	.....	.....	11	15	17	23	24	36	49
Institutions for the deaf and dumb.....	43	45	52	57	62	63	63	59	67	70
Institutions for the blind .....	29	30	31	31	31	31	31	31	32	32
Schools for the feeble-minded .....	11	11	11	13	13	15	15	14	17	17
Orphan asylums, &c.....	533	540	633	641	651	694	616	621	635	702
Reform schools .....	63	63	73	79	83	79	77	76	77	77
Total .....	6,449	6,750	7,135	7,869	8,231	8,774	10,123	10,863	11,663	13,291

<sup>1</sup> The following is the list of States, with the year in which the action was taken :

Vermont, Michigan, New Hampshire, 1832; New York, Rhode Island, 1833; Alabama, Kansas, Nebraska, Nevada, Wisconsin, Maine, Pennsylvania, Massachusetts, 1834; Iowa, Connecticut, Maryland, Oregon, Texas, and District of Columbia, 1835.

[By an Act of Congress approved May 20, 1833, instruction in the subjects referred to is now required to be given in the public schools of the Territories and of the District of Columbia, the Military and Naval Academies, and Indian and colored schools in the Territories.]

## GROWTH OF EDUCATION IN THE UNITED STATES.

*Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1875 to 1885 (1883 omitted).*

	1875.			1876.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	22,152	1,180,880	(b)	23,504	1,243,457
Normal schools.....	137	1,031	29,105	151	1,065	33,921
Commercial and business colleges.....	131	594	26,109	137	569	25,234
Kindergärten.....	95	216	2,809	139	304	4,000
Institutions for secondary instruction.....	1,143	6,081	108,235	1,229	5,999	106,647
Preparatory schools.....	102	746	12,954	105	736	12,369
Institutions for the superior instruction of women.....	223	2,405	23,795	225	2,404	23,856
Universities and colleges.....	355	3,999	58,894	356	3,920	56,481
Schools of science.....	74	758	7,157	75	793	7,614
Schools of theology.....	123	615	5,234	124	580	4,263
Schools of law.....	43	224	2,677	42	218	2,664
Schools of medicine, of dentistry, and of pharmacy..	106	1,172	9,971	102	1,201	10,143
Training schools for nurses.....						
Institutions for the deaf and dumb.....	41	293	5,087	42	312	5,209
Institutions for the blind.....	29	493	2,054	29	580	2,083
Schools for feeble-minded children.....	9	317	1,372	11	318	1,569
Orphan asylums, industrial schools, and miscellaneous charities.	273	1,789	54,204	355	3,197	47,439
Reform schools.....	47	678	10,670	51	800	12,037

	1877.			1878.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(c)	23,890	1,249,271	(d)	27,944	1,556,974
Normal schools.....	152	1,189	37,082	156	1,227	39,669
Commercial and business colleges.....	134	568	23,496	129	527	21,048
Kindergärten.....	129	335	3,931	159	376	4,797
Institutions for secondary instruction.....	1,226	5,963	98,371	1,227	5,747	100,374
Preparatory schools.....	114	796	12,510	114	818	12,538
Institutions for the superior instruction of women.....	220	2,305	23,022	225	2,478	23,639
Universities and colleges.....	351	3,998	57,334	353	3,885	57,987
Schools of science.....	74	781	8,559	76	809	13,153
Schools of theology.....	124	564	3,965	125	577	4,320
Schools of law.....	43	175	2,811	50	196	3,012
Schools of medicine, of dentistry, and of pharmacy..	106	1,273	11,225	106	1,387	11,839
Training schools for nurses.....						
Institutions for the deaf and dumb.....	43	346	5,743	52	372	6,035
Institutions for the blind.....	30	566	2,179	30	547	2,214
Schools for feeble-minded children.....	11	355	1,781	11	422	1,981
Orphan asylums, industrial schools, and miscellaneous charities.				339	3,688	67,082
Reform schools.....				63	996	13,965

a 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

b 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,123,955.

c 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,699,025.

d 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.



*Statistical summary of institutions, instructors, and students, &c.—Continued.*

	1879.			1880.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	28,903	1,669,899	(b)	29,264	1,710,461
Normal schools .....	207	1,422	40,029	220	1,466	43,077
Commercial and business colleges .....	144	535	22,021	162	619	27,146
Kindergärten .....	195	452	7,554	232	524	8,871
Institutions for secondary instruction.....	1,236	5,961	108,734	1,264	6,009	110,277
Preparatory schools .....	123	818	13,561	125	860	13,239
Institutions for the superior instruction of women..	227	2,323	24,605	227	2,340	25,780
Universities and colleges.....	364	4,241	60,011	364	4,160	59,594
Schools of science.....	81	884	10,919	83	953	11,584
Schools of theology.....	133	600	4,738	142	633	5,242
Schools of law .....	49	224	3,019	48	229	3,134
Schools of medicine, of dentistry, and of pharmacy..	114	1,495	13,321	120	1,660	14,006
Training schools for nurses.....	11	51	298	15	59	323
Institutions for the deaf and dumb.....	53	379	6,391	56	418	6,657
Institutions for the blind .....	30	599	2,213	30	532	2,032
Schools for feeble-minded children .....	13	491	2,234	13	486	2,472
Orphan asylums, industrial schools, and miscellane- ous charities.	411	4,004	75,020	430	4,217	59,161
Reform schools .....	67	1,066	14,216	68	1,054	11,921

	1881.			1882.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(c)	30,155	1,738,108	(d)	31,690	1,821,773
Normal schools .....	225	1,573	48,705	233	1,700	51,132
Commercial and business colleges.....	202	794	34,414	217	955	44,834
Kindergärten.....	273	676	14,107	348	814	16,016
Institutions for secondary instruction .....	1,336	6,459	122,617	1,482	7,440	138,384
Preparatory schools .....	130	871	13,275	157	1,041	15,681
Institutions for the superior instruction of women..	226	2,211	26,041	227	2,721	28,726
Universities and colleges .....	362	4,361	62,435	365	4,413	64,096
Schools of science.....	85	1,019	12,709	86	1,082	15,957
Schools of theology.....	144	624	4,793	145	712	4,921
Schools of law .....	47	229	3,227	48	249	3,079
Schools of medicine, of dentistry, and of pharmacy..	126	1,746	14,536	134	1,946	15,151
Training schools for nurses.....	17	84	414	23	97	475
Institutions for the deaf and dumb.....	57	431	6,740	57	455	6,944
Institutions for the blind.....	30	593	2,148	30	569	2,254
Schools for feeble-minded children.....	14	490	2,490	14	497	2,434
Orphan asylums, industrial schools, and miscel- laneous charities.	439	4,211	62,317	472	4,450	68,559
Reform schools.....	71	1,164	15,626	67	1,224	14,940

a 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.

b 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,860.

c 251 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.

d 263 cities, of 7,500 inhabitants or more, reported in 1882; their aggregate population was 10,918,638.

*Statistical summary of institutions, instructors, and students, &c.—Continued.*

	1884.			1885.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	33,037	1,837,435	(b)	35,683	1,941,133
Normal schools.....	255	1,937	60,063	263	2,076	55,135
Commercial and business colleges.....	221	1,015	44,047	232	1,099	43,706
Kindergärten.....	354	831	17,002	415	905	18,832
Institutions for secondary instruction.....	1,588	7,923	152,354	1,617	8,186	160,137
Preparatory schools.....	169	1,183	18,319	179	1,218	17,605
Institutions for the superior instruction of women..	236	2,989	30,587	227	2,862	28,868
Universities and colleges.....	370	4,644	65,522	365	4,836	65,728
Schools of science.....	92	1,178	14,769	105	1,282	17,086
Schools of theology.....	146	750	5,290	152	793	5,775
Schools of law.....	47	269	2,686	49	285	2,744
Schools of medicine, of dentistry, and of pharmacy..	145	2,235	15,300	152	2,514	13,921
Training schools for nurses.....	31	156	579	34	153	798
Institutions for the deaf and dumb.....	59	495	7,022	64	516	7,295
Institutions for the blind.....	31	615	2,319	32	663	2,377
Schools for feeble-minded children.....	16	372	2,505	17	422	3,010
Orphan asylums, industrial schools, and miscella- neous charities.	505	4,269	65,311	.....	.....	.....
Reform schools.....	62	1,075	14,456	.....	.....	.....

a 266 cities, of 7,500 inhabitants or more, reported in 1884; their aggregate population was 10,790,034.  
 b 276 cities, of 7,500 inhabitants or more, reported in 1885; their aggregate population was 11,054,681.

*Legal school ages in the several States and Territories in 1884-'85, with diagram.*

States and Territories.	School age.	States and Territories.	School age.
Connecticut.....	4-16	Georgia.....	6-18
Oregon.....	4-20	Nevada.....	6-18
Wisconsin.....	4-20	Utah.....	6-18
Maine.....	4-21	Louisiana.....	a6-18
Montana.....	4-21	Kentucky.....	6-20
Massachusetts.....	5-15	Missouri.....	6-20
New Hampshire.....	5-15	Arkansas.....	6-21
Rhode Island.....	a5-15	Colorado.....	6-21
California.....	5-17	Delaware.....	6-21
New Jersey.....	5-18	Florida.....	6-21
Maryland.....	5-20	Illinois.....	6-21
Michigan.....	5-20	Indiana.....	6-21
Vermont.....	5-20	North Carolina.....	6-21
Idaho.....	5-21	Ohio.....	6-21
Iowa.....	5-21	Pennsylvania.....	6-21
Kansas.....	5-21	Tennessee.....	6-21
Minnesota.....	5-21	Washington.....	6-21
Mississippi.....	5-21	West Virginia.....	6-21
Nebraska.....	5-21	New Mexico.....	7-18
New York.....	5-21	Dakota.....	7-20
Virginia.....	5-21	Alabama.....	7-21
South Carolina.....	6-16	Wyoming.....	7-21
District of Columbia.....	a6-17	Texas.....	8-16
Arizona.....	6-18		

a Inclusive.

The following diagram shows that there are eighteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to sixteen, a period of eight years.

*Diagram showing the different school ages in the States and Territories during 1884-'85.*

School years.	Number of years in each school age.																	School years.	
	17.	16.	16.	15.	15.	14.	14.	13.	13.	13.	12.	12.	12.	11.	11.	10.	10.		8.
4.....																			4
5.....																			5
6.....																			6
7.....																			7
8.....																			8
9.....																			9
10.....																			10
11.....																			11
12.....																			12
13.....																			13
14.....																			14
15.....																			15
16.....																			16
17.....																			17
18.....																			18
19.....																			19
20.....																			20
21.....																			21

## STATE SYSTEMS.

TABLE I.—PART 1.—*Summary by States (A) of school population, enrollment, attendance, &c., for 1884-'85.*

States and Territories.	Legal school age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Alabama.....	7-21	420,413	.....	233,909	144,572	82.4
Arkansas (a).....	6-21	316,356	.....	133,216	.....	.....
California (b).....	5-17	250,097	.....	184,601	116,028	140
Colorado.....	6-21	57,955	44,245	38,805	24,747	{ c171 d108
Connecticut.....	4-16	151,069	.....	125,113	682,654	179.18
Delaware (a).....	6-21	fg40,569	.....	31,263	g21,447	h157.4
Florida.....	6-21	i66,798	.....	62,327	45,830	95
Georgia.....	6-18	j508,722	.....	291,565	195,065	.....
Illinois.....	6-21	1,077,302	.....	733,787	450,506	152

a For 1882-'84.

b The figures for enrollment, school population, attendance, number of teachers, &c., are for 1884-'85; all financial statistics, except average monthly pay of teachers, are for 1883-'84.

c In graded schools.

d In ungraded schools.

e For the winter term.

f Not including colored children in Wilmington.

g Approximately.

h For white schools only.

i School census of 1884.

j Corrected State school census of 1882.



TABLE I.—PART 1.—Summary by States (A) of school population, &amp;c.—Continued.

States and Territories.	Legal school age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Indiana (a).....	6-21	722,851	.....	501,142	325,499	126
Iowa (a).....	5-21	623,151	.....	472,966	284,498	144
Kansas.....	5-21	461,044	.....	335,538	194,325	116.5
Kentucky (b).....	6-20	531,322	.....	232,514	173,672	102
Louisiana.....	c6-18	d291,049	.....	99,941	70,346	{ e110 f108.02
Maine.....	4-21	213,863	.....	144,909	99,239	106
Maryland.....	5-20	a295,215	.....	176,393	92,863	198
Massachusetts.....	5-15	343,810	.....	339,714	253,955	184
Michigan.....	5-20	595,687	.....	411,954	.....	141.83
Minnesota.....	5-21	g359,366	.....	232,721	118,697	116
Mississippi.....	5-21	444,131	.....	279,020	184,421	{ h73.5 i180
Missouri.....	6-20	805,313	.....	544,147	371,896	107
Nebraska.....	5-21	233,233	.....	161,918	aj81,430	a120
Nevada (a).....	6-18	9,593	.....	7,868	5,227	143.6
New Hampshire.....	5-15	d60,899	.....	63,656	45,160	99.75
New Jersey (a).....	5-18	356,061	.....	216,792	122,930	192
New York.....	5-21	1,721,126	.....	1,024,845	611,019	179
North Carolina.....	6-21	530,127	.....	298,166	185,578	{ e61.67 f62.50
Ohio.....	6-21	1,095,469	810,023	774,660	517,569	157
Oregon.....	4-20	80,018	44,663	46,107	31,005	95
Pennsylvania.....	6-21	d1,422,377	.....	982,158	657,123	155.98
Rhode Island.....	c5-15	60,147	.....	k52,065	k34,114	186
South Carolina.....	6-16	d262,279	d262,279	178,023	122,093	70
Tennessee.....	6-21	603,831	.....	373,877	192,403	80
Texas (a).....	8-16	311,134	.....	244,895	.....	{ h100 i164.6
Vermont.....	5-20	d99,463	.....	71,659	49,031	126
Virginia.....	5-21	610,271	.....	303,343	176,469	118.4
West Virginia.....	6-21	236,065	173,531	171,533	109,177	96
Wisconsin.....	4-20	545,034	.....	321,718	174,844	170
Total for States.....	.....	16,863,265	.....	10,974,463	6,410,557	.....
Arizona.....	6-18	10,220	.....	6,040	4,232	152
Dakota.....	7-20	87,563	.....	69,075	a32,520	99
District of Columbia.....	c6-17	d43,537	d37,511	28,659	23,296	{ e185.5 f183
Idaho.....	5-21	15,399	.....	10,037	.....	.....
Montana.....	4-21	16,796	.....	9,750	a4,465	102
New Mexico (d).....	7-18	29,255	.....	4,755	3,150	.....
Utah.....	6-18	50,633	.....	29,973	18,673	145

a For 1883-'84.

b For 1882-'83.

c Inclusive.

d United States census of 1850.

e For white schools only.

f For colored schools.

g School census of 1884.

h In the counties.

i In the cities.

j Approximately.

k Includes evening school reports.

TABLE I.—PART 1.—*Summary by States (A) of school population, &c.*—Continued.

States and Territories.	Legal school age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of schools, in days.
Washington.....	6-21	37,155	.....	26,397	17,504	92
Wyoming (a).....	7-21	4,112	.....	2,907	1,920	.....
Indian:						
Cherokees.....		55,000	.....	c4,798	c2,925	.....
Chickasaws.....		51,000	.....	c449	cd183	.....
Choctaws.....		53,000	.....	c1,163	.....	.....
Creeks.....		52,000	.....	c1,200	c771	.....
Seminoles.....		5450	.....	c252	cd99	.....
Total for Territories.....		306,125	.....	195,460	109,743	.....
Grand total.....		17,169,391	.....	11,169,923	6,520,300	.....

a United States census of 1880.

c For 1883-'84.

b For 1882-'83.

d In boarding schools only.

TABLE I.—PART 1.—*Summary by States (B) of the number of teachers employed in the public schools and their average monthly salaries for 1884-'85.*

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama.....	3,536	1,856	(a\$23 76)	
Arkansas (b).....	2,236	663	.....	.....
California.....	1,124	3,118	\$79 97	\$65 89
Colorado.....	334	863	67 22	57 36
Connecticut.....	c546	d2,625	69 16	37 64
Delaware (b).....	(624)		(c32 31)	
Florida.....	921	732	(29 34)	
Georgia.....	(f6,970)		.....	.....
Illinois.....	6,804	13,815	52 45	41 12
Indiana (b).....	6,821	6,491	(39 66)	
Iowa (b).....	5,760	17,359	37 40	30 42
Kansas.....	3,586	5,454	40 85	30 23
Kentucky (f).....	g3,721	g3,287	(h23 33)	
Louisiana.....	994	1,126	{ g34 82 i20 36	{ g31 75 i27 50
Maine.....	2,068	7,590	j32 07	j15 84

a For white teachers only; for colored teachers the average monthly salary is \$22.73.

b For 1883-'84.

c Number employed in winter.

d Number employed in summer.

e For white teachers; for colored teachers the average salary is \$24.

f For 1883.

g For white schools only.

h For white teachers in counties; average salaries of white teachers in cities: males, \$103.45; females, \$39.94.

i For colored schools.

j Excluding board, which costs the districts an average of \$8.20 a month for each teacher.

TABLE I.—PART 1.—Summary by States (B) of the number of teachers, &amp;c.—Continued.

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Maryland .....	1,178	2,240	(a41 33)	
Massachusetts.....	1,061	8,460	120 72	43 85
Michigan.....	3,876	11,482	46 17	31 18
Minnesota.....	1,794	4,776	80 21	29 93
Mississippi.....	3,917	2,889	(28 73)	
Missouri.....	(12,834)		(49 32)	
Nebraska.....	2,369	5,323	43 00	36 40
Nevada (b).....	60	170	140 50	96 01
New Hampshire.....	424	3,062	39 21	23 20
New Jersey (b).....	837	2,850	61 63	35 64
New York.....	6,021	25,378	(44 84)	
North Carolina.....	63,706	61,905	(e23 75)	
Ohio.....	10,787	13,841	(d28 30)	
Oregon.....	743	958	54 00	40 00
Pennsylvania.....	8,471	14,393	48 22	36 96
Rhode Island.....	e269	e1,194	39 01	30 08
South Carolina.....	2,119	1,654	80 21	43 71
Tennessee.....	4,999	2,215	27 50	24 43
Texas (b).....	(86)		(28 52)	
Vermont.....	4,326	1,957		
Virginia.....	559	3,696	31 56	21 23
West Virginia.....	3,351	3,242	81 00	26 83
Wisconsin.....	3,239	1,572	(26 31)	
	2,422	8,444	f41 75	f28 20
			g105 72	g33 54
Total for States.....	(312,173)			
Arizona.....	56	92	(87 64)	
Dakota.....	1,284	2,861	38 23	31 29
District of Columbia.....	53	507	c86 90	c61 06
Idaho.....			(61 53)	
Montana.....	100	237	86 00	56 00
New Mexico (h).....	123	36	(30 67)	
Utah.....	290	324	49 10	29 60
Washington.....	(90)		45 00	37 00
Wyoming (h).....	391	559	(60 23)	
Indian:	31	39		
Cherokees (b).....	(132)			
Chickasaws (b).....	(13)			
Chectaws (b).....	(59)			
Creeks (b).....	(69)			
Seminole (b).....	(17)			
Total for Territories.....	(7,376)			
Grand total.....	(319,549)			

a Estimated.

b For 1883-'84.

c For white schools only.

d For colored schools.

e Includes evening school reports.

f In the counties.

g In the cities.

h United States census of 1880.



## XXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—*Summary by States (A) of annual income, expenditure, &c., for 1884-'85.*

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama.....	a\$511,540		\$13,938	\$502,759	b\$22,253	\$538,950	\$300,000
Arkansas (c).....	931,404					561,745	921,829
California (c).....	d3,920,223	\$375,013	e52,030	2,573,624	415,587	3,364,224	7,936,020
Colorado.....	1,016,542	160,798		448,170	f325,759	934,727	2,052,100
Connecticut.....	1,735,384	304,748	e29,077	1,166,879	380,594	1,852,221	5,456,694
Delaware (c).....	g213,104			152,591	54,327	215,161	g603,056
Florida.....	335,984			247,138		335,984	300,242
Georgia.....	d690,372		h23,752	602,931	27,185	653,868	
Illinois.....	10,262,812	1,424,065	h85,389	5,897,428	2,792,046	10,198,928	22,340,069
Indiana (c).....	i3,154,083			i3,154,083		4,660,000	13,619,561
Iowa (c).....	6,321,803	732,484		j3,696,453	f1,808,033	6,236,970	11,046,802
Kansas.....	cd3,392,050					3,388,652	6,547,745
Kentucky (h).....						g700,790	g2,140,111
Louisiana.....	571,139			379,927	70,103	450,030	h761,000
Maine.....	1,666,883	c82,873	c31,095	cm1,020,082		c1,134,050	3,075,296
Maryland.....	d1,758,585	137,630	28,000	1,277,887	301,751	1,745,253	3,000,000
Massachusetts.....	7,020,430	1,203,225	193,216	m4,675,882	784,992	7,020,430	n22,062,235
Michigan.....	d5,703,413	1,109,482		j2,784,324	835,135	4,728,941	11,267,056
Minnesota.....	2,639,757		52,728	2,238,073	296,743	2,587,544	5,248,889
Mississippi.....	872,320					872,320	
Missouri.....	4,232,073	920,014		j2,906,539	435,019	4,261,572	9,488,178
Nebraska.....	3,437,741	866,791	o42,000	1,492,346	517,020	2,918,157	3,427,404
Nevada (c).....	165,762	p9,694		133,318	19,000	162,012	223,114
New Hampshire... ..	634,873	62,102	17,640	446,841	f86,616	613,199	2,388,942
New Jersey (c).....	q2,413,876	383,317	39,179	1,597,005	402,798	2,422,299	6,350,807
New York.....	13,487,237	3,181,923	114,600	8,762,950	1,521,495	13,580,968	33,347,581
North Carolina... ..	631,904	c70,689	c10,913	c416,197	c87,406	e335,205	565,960
Ohio.....	10,192,546	1,335,200	210,883	6,035,699	2,512,166	10,093,938	27,969,757
Oregon.....	500,776	121,000	10,771	342,186	39,195	513,152	1,160,433
Pennsylvania.....	10,594,406	r1,728,382		5,586,481	2,485,542	9,800,405	32,614,446
Rhode Island.....	s780,003	168,538	13,321	s471,212	s83,751	s736,822	2,227,135
South Carolina.....	cd515,580	c13,581	ch19,842	c874,257	c20,739	c428,419	405,097
Tennessee.....	d1,330,839	p78,036	18,992	876,229	40,207	1,013,464	1,375,781
Texas (c).....	1,661,476					t1,661,476	

a Excludes the local funds of the city of Mobile, amounting to \$20,540.

b Includes \$21,500, total amount expended for normal schools.

c For 1883-'84.

d Includes balance on hand from previous school year.

e Not included in State expenditure for schools.

f Includes amount paid for interest or to cancel debt.

g For white schools only.

h Compensation of county school officers only.

i Amount of tuition revenue only.

j Includes salaries of superintendents.

k In 1882-'83.

l In the city of New Orleans only for 1884; no report for the remainder of the State.

m Includes some miscellaneous expenditure.

n In 1882.

o Estimated.

p Includes expenditure for repairs.

q Amount of school money raised in 1833-'84, but not available for use until 1884-'85.

r Includes expenditure for rent.

s Includes evening school reports.

t Actual expenditure not reported; the amount given is the sum of the State apportionment and the amount paid teachers by cities and from private funds.

TABLE I.—PART 2.—Summary by States (A) of annual income, &amp;c.—Continued.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Vermont.....	\$605,231	\$55,833	a\$12,000	\$443,903	\$99,767	b\$611,503	.....
Virginia.....	c1,050,800	d175,038	e93,855	1,060,621	95,018	1,424,532	\$1,819,257
West Virginia.....	957,150	.....	12,750	556,941	129,640	f609,331	1,978,540
Wisconsin.....	4,145,158	d525,638	49,285	2,065,241	660,291	3,360,455	6,132,635
Total for States.	109,455,324	15,231,094	1,175,256	64,336,187	17,300,178	106,957,702	250,150,372
Arizona.....	109,236	752	4,400	78,839	23,888	107,879	212,385
Dakota.....	2,141,757	694,660	g87,653	500,081	581,818	1,814,212	2,187,850
Dist. of Columbia..	526,575	96,241	16,950	354,218	114,125	581,534	1,390,666
Idaho.....	133,983	h33,309	.....	76,302	13,757	123,363	431,000
Montana.....	225,896	.....	.....	.....	.....	.....	377,766
New Mexico (i) ....	32,171	.....	.....	28,002	971	28,973	13,500
Utah.....	c277,127	51,486	.....	142,895	34,463	228,844	459,544
Washington.....	357,033	30,453	.....	194,787	33,706	287,029	524,163
Wyoming (i) .....	36,161	.....	.....	25,894	2,610	28,504	40,500
Indian:							
Cherokees (j).....	h31,730	.....	.....	.....	.....	81,730	.....
Chickasaws (j)....	h36,015	.....	.....	.....	.....	86,015	.....
Choctaws (j).....	.....	.....	.....	.....	.....	.....	.....
Creeks (j).....	h46,725	.....	.....	.....	.....	46,725	.....
Seminole (j).....	h12,142	.....	.....	.....	.....	12,142	.....
Total for Terr..	4,066,571	906,901	59,003	1,401,018	805,333	3,426,955	5,237,374
Grand total...	113,521,895	16,137,995	1,234,259	65,787,205	18,165,516	110,884,657	255,896,746

a Estimated.

b Not including expense of normal schools, \$3,553, and expense of educational meetings, \$258.

c Includes balance on hand from previous school year.

d Includes expenditure for repairs.

e Includes pay of treasurers and district clerks.

f For current purposes only; does not include expenditure for sites, buildings, &amp;c.

g Compensation of county school officers only.

h Includes interest paid.

i United States census of 1890.

j For 1883-'84.

k Total income not reported; amount given is that reported as expenditure which, it is stated, was derived from tribal funds.

## XXXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE I.—PART 2.—*Summary by States (B) of per capita expenditure for 1884-'85.*

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Dakota.....	\$20 72	\$26 26	.....	.....	.....
Massachusetts.....	20 42	20 66	\$27 24	.....	.....
Arizona.....	b17 26	b35 84	b48 33	.....	.....
Nevada.....	bc15 94	b19 43	b23 25	.....	.....
District of Columbia.....	d14 63	d22 57	d26 88	d\$15 84	.....
Colorado.....	e10 84	e13 65	e18 00	e11 57	.....
Montana.....	13 57	20 22	31 79	17 78	\$21 40
Connecticut.....	10 60	.....	.....	.....	.....
Ohio.....	10 31	12 40	19 72	.....	.....
Nebraska.....	9 75	11 50	17 19	.....	13 18
Rhode Island.....	f9 47	f13 60	.....	.....	.....
Iowa.....	9 23	11 63	17 58	.....	.....
Illinois.....	bc8 90	bc11 73	bc19 50	.....	.....
Idaho.....	8 22	11 99	18 06	.....	.....
New York.....	g8 01	g12 29	.....	.....	.....
Washington.....	7 89	13 15	22 22	.....	.....
Kansas.....	7 70	10 83	16 39	.....	.....
Minnesota.....	g7 35	g10 09	g17 44	.....	.....
Wyoming.....	7 00	11 00	21 00	.....	.....
Indiana.....	ch6 93	ch9 81	ch14 35	.....	.....
Michigan.....	bg6 45	bg9 30	bg14 32	.....	.....
Delaware.....	6 21	8 97	.....	.....	.....
New Jersey.....	bcd5 90	bc6 83	bc10 03	.....	.....
Oregon.....	b5 90	b9 73	b17 23	.....	.....
Maryland.....	5 83	10 15	15 10	10 43	14 06
Wisconsin.....	5 47	9 89	18 77	.....	.....
Missouri.....	5 14	8 70	16 01	.....	.....
Florida.....	5 02	7 83	11 46	.....	.....
Maine.....	5 01	5 37	7 35	.....	.....
Utah.....	5 00	7 86	10 75	.....	.....
Texas.....	g4 52	g7 63	g12 25	.....	.....
West Virginia.....	b4 50	.....	.....	.....	.....
Mississippi.....	3 36	4 53	7 43	.....	.....
	1 96	3 12	4 72	.....	.....

*a* In estimating these items only the interest on the amount expended under the head of "permanent" (*i. e.*, for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

*b* For 1883-'84.

*c* Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

*d* For white pupils.

*e* For colored pupils.

*f* Estimate of State superintendent.

*g* Total expenditure per capita.

*h* Based on the United States census figures.



TABLE I.—PART 2.—*Summary by States (B) of per capita expenditure, for 1884-'85.*—  
Continued.

States and Territories.	Expenditure in the year per capita on school population. <i>a</i>	Expenditure in the year per capita on pupils enrolled in public schools. <i>a</i>	Expenditure in the year per capita on average attendance in public schools. <i>a</i>	Expenditure in the year per capita on population between 6 and 16. <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school property. <i>a</i>
Arkansas.....	bc1 73	bc3 07			
Tennessee.....	c1 56	c2 51			
Kentucky.....	1 55				
Louisiana.....	1 53	4 50	6 40		
South Carolina.....	1 52	2 40	3 51		
Georgia.....	1 29	2 24	3 35		
Alabama.....	1 28	2 12	3 40		
North Carolina.....	b1 19	b2 52	b3 55		
New Mexico.....	cd99	cd6 09	cd9 20		
California.....		be17 08	be24 61		
New Hampshire.....		f9 63	f13 58		
Vermont.....		8 53	12 47		
Pennsylvania.....		b8 24	b12 52		
Virginia.....		4 14	7 04		

*a* In estimating these items only the interest on the amount expended under the head of "permanent" (*i. e.*, for sites, buildings, furniture, libraries, and apparatus) is added to the current expenditure for the year.

*b* For 1883-'84.

*c* Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

*d* Based on the United States census figures.

*e* Per capita on current expenses only.

*f* Total expenditure per capita.

## GENERALIZATION BY YEARS AND BY TOPICS, WITHOUT REFERENCE TO STATES.

*Statistical summary showing the school population, enrollment, attendance, income, expenditure, &c., for ten years, from 1876 to 1885, inclusive, as collected by the United States Bureau of Education.*

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Territo- ries.		
School population.....	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
	1879	38	9	14,782,765	179,571
	1880	38	8	15,351,875	184,405
	1881	38	10	15,661,213	218,293
	1882	38	10	16,021,171	222,651
	1883	38	10	16,255,535	249,157
	1884	38	10	16,510,463	283,939
	1885	38	10	16,863,265	306,126
Number enrolled in public schools.....	1876	36	10	8,293,563	70,173
	1877	38	10	8,881,843	72,630
	1878	38	10	9,294,316	78,879
	1879	38	10	9,328,003	96,083
	1880	38	10	9,680,403	101,118
	1881	38	10	9,737,176	123,157
	1882	38	10	9,889,283	124,543
	1883	38	10	10,228,088	136,335
	1884	38	10	10,572,751	165,441
	1885	38	10	10,974,463	195,460
Number in daily attendance.....	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	33,119
	1878	31	5	5,093,298	38,115
	1879	32	8	5,223,100	59,237
	1880	34	8	5,744,188	61,154
	1881	34	9	5,595,329	69,027
	1882	38	10	6,041,833	76,498
	1883	38	9	6,250,150	83,913
	1884	38	9	6,590,582	103,846
	1885	35	9	6,410,557	109,743
Number of pupils in private schools.....	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
	1879	19	4	358,685	7,459
	1880	21	4	561,209	6,621
	1881	20	2	564,290	5,305
	1882	20	2	562,731	5,143
	1883	21	2	601,674	5,265
	1884	23	2	601,216	5,301
	1885	25	2	659,694	2,227
Total number of teachers.....	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	33	9	269,162	2,012
	1879	33	9	270,163	2,523
	1880	33	10	280,034	2,610
	1881	38	9	285,970	3,189
	1882	38	9	290,028	3,263
	1883	38	10	294,513	4,039
	1884	38	10	301,848	5,956
	1885	38	9	312,173	7,376

Statistical summary of school population, enrollment, &amp;c.—Continued.

	Year.	Number re- porting.		In States.	In Territo- ries.
		States.	Territories.		
Number of male teachers.....	1876	32	9	95,483	678
	1877	33	9	97,633	706
	1878	34	8	100,878	789
	1879	34	8	104,842	985
	1880	35	8	115,064	948
	1881	36	7	107,780	1,018
	1882	35	8	105,596	1,080
	1883	35	7	107,301	1,024
	1884	34	7	101,307	1,476
Number of female teachers.....	1885	35	8	104,979	2,338
	1876	32	9	135,644	898
	1877	33	9	138,228	986
	1878	34	8	141,780	1,027
	1879	34	8	141,161	1,342
	1880	35	8	156,351	1,306
	1881	36	7	158,588	1,805
	1882	35	8	164,808	1,897
	1883	35	7	171,629	2,075
Public school income.....	1884	34	7	170,620	3,156
	1885	35	8	186,680	4,655
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
	1879	38	10	82,767,815	1,020,259
	1880	38	10	82,684,489	1,255,750
	1881	38	10	86,468,749	1,673,339
	1882	38	10	92,587,205	1,739,983
Public school expenditure.....	1883	38	10	95,715,540	2,252,199
	1884	38	10	107,299,006	3,268,561
	1885	37	10	109,455,324	4,066,571
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
	1878	38	10	79,652,553	877,405
	1879	38	10	77,176,354	1,015,168
	1880	38	10	78,836,399	1,196,439
	1881	38	10	83,601,327	1,510,115
Amount of permanent school funds.....	1882	38	10	89,504,852	1,653,187
	1883	38	10	95,770,712	2,073,809
	1884	38	10	100,775,512	3,174,016
	1885	38	9	106,957,702	3,426,955
	1876	20	2	97,227,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961
	1879	30	2	110,264,434	2,776,593
	1880	33	2	119,184,029	3,694,810
	1881	34	2	123,083,786	1,089,015
	1882	35	2	128,483,681	1,089,015
	1883	35	2	129,381,454	1,130,744
	1884	35	2	130,923,561	1,132,352
	1885	31	1	138,839,529	1,071,967



From an examination of Table I it will be seen that six States, Arkansas, Delaware, Indiana, Kentucky, Nevada, and Texas, and three Territories, Indian, New Mexico, and Wyoming, fail to make reports for 1884-'85.

California makes a partial report only for 1884-'85.

After the closing of the summaries and of the table in the Appendix a special return was received from Iowa and the printed State report from New Jersey. These statistics will be found in the abstracts of State reports following this summary.

For all the States failing to report for 1884-'85 statistics for 1883-'84 have been used, except in the case of Kentucky, from which State the latest figures are for 1882-'83.

For New Mexico and Wyoming the U. S. census figures for 1880 are still used, and for the Indian Territory figures for 1883-'84 are repeated.

#### LEGAL SCHOOL AGE.

For 1884-'85 the legal school age remains the same for every State and Territory as for 1883-'84, except in Arizona, where the age has been shortened by 3 years, having been changed from 6-21 to 6-18.

#### LEGAL SCHOOL POPULATION.

From the preceding summaries it will be seen that five States, viz, Louisiana, New Hampshire, Pennsylvania, South Carolina, and Vermont, still use the U. S. census figures of 1880 for school population; ten use the population for the preceding year (1884); Georgia reports her school census for 1882 and Kentucky hers for 1882-'83; the remaining twenty-one States report school census for 1884-'85.

Of the Territories, New Mexico, Wyoming, and the District of Columbia use the U. S. census figures, and the Indian Territory those for 1882-'83.

The increase of 352,802 in school population in the States, therefore, which appears from the generalization at the close of the summaries, is an increase for twenty-one States only, and the increase of 22,187 in the Territorial school population an increase for six Territories only.

#### ENROLLMENT.

With the exception of the States and Territories noted above as making no report at all for 1884-'85, every State and every Territory makes a report on enrollment for the current year.

#### AVERAGE DAILY ATTENDANCE.

Arkansas, Michigan, and Texas among the States, and Idaho Territory and the Choctaw tribe in the Indian Territory, give no figures for average daily attendance.

The decrease for the year in average daily attendance as shown in the generalization above referred to is therefore only apparent.

In the total of the previous year were included figures for Arkansas and Texas for the year 1882, and for Michigan from the U. S. census of 1880.

If these same figures be added to the total for the thirty-five other States as made up for 1884-'85 (6,410,557), the total for the thirty-eight States becomes 6,790,882, an increase of 200,300 over the previous year.

#### TEACHERS.

All the States and Territories, except Idaho, make some report of teachers. Cases in which the report is not for the year 1884-'85 have been carefully noted in Table I, part 1, Summary B.

Delaware, Georgia, Missouri, and the Indian Territory fail to report sex of teachers.

The total for the entire country, 319,549, shows an increase of 11,745 over the year 1883-'84.

#### PER CAPITA EXPENDITURE.

Many States and Territories still fail to make reports of per capita expenditure. For most of those not reporting this has been estimated by the Bureau, the uniform rate of 6 per cent. having been adopted in casting interest on permanent expenditure.

As in 1884, so in 1885, Massachusetts led the States in her expenditure per capita of school population, enrollment, and average daily attendance.

Dakota leads the Territories for 1885.

North Carolina of the States and New Mexico of the Territories expend the smallest amount per capita.

#### INCOME; EXPENDITURE; VALUE OF SCHOOL PROPERTY.

These three items all show increase in 1885 as compared with 1884, and such items of expenditure as are summarized in the preceding summaries, viz, expenditure for permanent purposes (sites, buildings, furniture, libraries, and apparatus), salaries of superintendents, salaries of teachers, and miscellaneous expenditure, are all in advance of similar items of expenditure for the preceding year.

A study of the generalization by years and by topics (p. XL) accompanying the summaries of State school statistics for 1884-'85 will show the income and expenditure in the States and Territories for each of the last ten years. These figures show steady increase.

No report of income having been received from Kentucky since that for 1881, it was omitted in the summary of income, and no report of total expenditure having been received from Montana, it is omitted in the summary of expenditure, which shows a total of \$110,334,657.<sup>1</sup>

Georgia, Mississippi, Texas, and Vermont still fail to report the value of school property, and no figures for this item can be obtained from Indian Territory.

#### PERMANENT AVAILABLE SCHOOL FUNDS.

With respect to permanent available school funds, Texas has made no report since 1878, when the amount given was \$3,385,571. The District of Columbia has made no report since 1880, when the amount was \$60,385. Delaware, Kentucky, and Mississippi have made no report since 1881, when the amounts were, respectively, \$495,479, \$1,760,652, and \$800,000. New Hampshire and Nevada have made no reports since 1882, the amounts being then, respectively, \$213,757 and \$564,000. Pennsylvania, South Carolina, and Georgia make no report under this head for the current year.

#### SCHOOL POPULATION, ENROLLMENT, AND AVERAGE ATTENDANCE.

According to the rate of increase in our population from 1870 to 1880 as shown by the last census, statisticians estimate our present population at something above 57,000,000. The legal school population as reported for 38 States and 10 Territories is 17,169,391, or 30 per cent. of the entire population. This number, it must be remembered, bears to total population a ratio varying in the different States and Territories, by reason of variations in the legal school age. For the entire country 18 different school ages are reported, the longest being from 4 to 21, or 17 years, the shortest from 8 to 16, or 8 years.

There are but 5 States and 2 Territories in which the legal school period is less than 12 years, and none in which it is as limited as the period of obligatory school attendance in places where compulsory school laws exist. In the United States the legal school period is made the basis for the assessment and distribution of the school fund, and the length of the period indicates the disposition of our people to make liberal appropriations for the schools and also to admit all minors to their privileges. The latter is an important consideration, since the social and industrial conditions of our country often

<sup>1</sup> It would be interesting to compare this total with the amounts expended by the public for the support of criminals and paupers. In an address on this subject before the National Conference of Charities and Correction at St. Paul, ex-President Rutherford B. Hayes said:

Our statistical information on this subject is neither full nor exact. An approximation is all that we can attempt. A careful estimate for the United States would probably show something like this:

Requiring public care or control.....	500,000
Men and women employed in this work.....	50,000
Amount expended annually on this account by the public.....	\$75,000,000
Value of property devoted to this use.....	\$500,000,000

make it impossible for young people to complete their elementary education within the ordinary years of school attendance, and it is desirable that there should be no legal hindrance to their making up this loss at a later period. Moreover, the extension of the school period beyond the ordinary age of elementary school attendance leads naturally to the establishment of public schools of an advanced grade, a matter about which our people are in general very watchful. But while the extended school period is an advantageous feature of our public school system, its use as a basis in comparative statements is extremely misleading. This has been so clear to my mind that I have endeavored to secure from each State the census between 6 and 16 years of age, as affording a liberal estimate of the youth who are the proper subjects of elementary instruction.

Table I, part 1, Summary A, shows how few States are able to make the desired return. From various calculations it appears that 23 per cent. of the whole population is a fair approximation to the number, and in the absence of the exact enumeration it is well to employ this percentage in our calculations. Upon an estimated population of 57,000,000 this would give a school population of 13,110,000, or 4,059,391 less than the legal school population. The total public school enrollment for 38 States and 10 Territories (11,169,923) is 85 per cent. of the estimated school population, and the daily attendance (6,520,300) is 50 per cent. of the estimated school population and 59 per cent. of the enrollment.

If to the enrollment in public schools be added the number of pupils in private schools as reported for 25 States and 2 Territories, we have a total school enrollment of 11,831,844.

The average attendance in elementary schools is not so great as is desirable, and it is important that the reason for this state of things should be thoroughly investigated.

The opponents of free schools find in this deficiency of school attendance an argument against the system, but the argument is not supported by the past history and present condition of private school attendance in our country, nor by the ascertained causes of the irregular attendance upon the public schools.

Among these causes, the scattered nature of our population should undoubtedly be placed first, as will appear from a very slight examination of the census of 1880. According to this the population numbered more than 100 to a square mile in but five States and one Territory, and from 50 to 100 in six other States.<sup>1</sup>

For the remaining States and Territories the density of population ranged from .21 in Wyoming Territory to 41.22 in Kentucky.

The last statement includes the frontier States and Territories of the West and Northwest, and all the recent slave States excepting Delaware and Maryland, sections in which schools and school attendance are affected not only by the sparseness of the population, but by peculiar conditions that have been repeatedly set forth in my annual reports and are very generally understood.

The States included in the first two classes are those in which the highest ratios of attendance would naturally be expected. In order to find out the true status of school attendance in these States, it would be necessary to know for each, first, the census of youth who are proper subjects of elementary instruction (in the United States, as I have before stated, 6-16 is accepted as the period to be embraced in the enumeration); secondly, the total enrollment between those ages in public and in private schools; thirdly, the average enrollment between those ages; fourthly, the total attendance for those ages in public and in private schools; fifthly, the average attendance for those ages.

The following table shows the nearest approach to these data that our present information allows:

<sup>1</sup>The density of population in the States and Territories having more than 100 to a square mile is as follows: Rhode Island, 254.9; Massachusetts, 221.8; New Jersey, 151.7; Connecticut, 123.5; New York, 105.7; and the District of Columbia, 2,960.4; and in those having from 50 to 100 per square mile—Pennsylvania, 95.21; Maryland, 94.82; Ohio, 78.46; Delaware, 74.80; Indiana, 55.09; and Illinois, 54.96.



Comparative view of school attendance in the more densely populated States.

States.	Date of report.	School population for ages specified.	Total enrollment in public schools.	Average enrollment in public schools.	Average attendance in public schools.	Ratio of average attendance in public schools to school population.	Ratio of average attendance for the specified ages to corresponding population.	Ratio of average attendance to total enrollment and to average enrollment.		Ratio of total enrollment in public and private schools to total school population.	Absentees.		
								To total enrollment.	To average enrollment.		Number of non-attendants.	Number attended less than the time required by law.	Ratio of absentees to school population.
Rhode Island.....	Apr. 30, 1885	{ 5-15 60,147 }	{ 47,990 }	35,269	31,743	79	52	66	89	93	11,222	2,555	22
Massachusetts....	1884-1885	{ 5-15 343,810 }	{ 339,714 }	282,154	253,955	98	74	74	90	107	.....	.....	.....
Connecticut.....	Aug. 31, 1885	{ 4-16 151,069 }	{ 125,718 }	.....	682,654	83	54.7	65	.....	92	.....	.....	.....
New York.....	Aug. 20, 1885	{ 5-21 1,721,126 }	{ 1,024,845 }	.....	611,019	59	35	60	.....	74	.....	.....	.....
New Jersey.....	Aug. 31, 1884	{ 5-18 356,061 }	{ 216,792 }	.....	122,930	61	34.5	56	.....	.....	.....	.....	.....
Pennsylvania.....	June 1, 1885	{ 6-21 61,422,377 }	{ 982,153 }	.....	637,128	69	46	67	.....	.....	.....	.....	25
Delaware.....	1884	{ 6-21 235,069 }	{ 27,037 }	.....	217,952	c77	c51	66	.....	.....	.....	.....	.....
Maryland.....	July 31, 1885	{ 5-20 265,215 }	{ 176,593 }	.....	92,963	59	31.4	52	.....	.....	.....	.....	.....
Ohio.....	Sept., 1885	{ 6-16 810,028 }	{ 774,660 }	.....	517,569	94	63.8	66.8	.....	97	.....	.....	.....
Indiana.....	1884	{ 6-21 722,851 }	{ 531,142 }	.....	333,972	70	45.7	66	.....	.....	.....	.....	.....
Illinois.....	1885	{ 6-21 1,077,302 }	{ 738,787 }	.....	490,536	68	45.5	66	.....	.....	.....	.....	.....

a in the winter time.

b United States census of 1880.

c Whites.

From an examination of the preceding table it will be seen, first, that Massachusetts and Rhode Island are the only States that supply sufficient information for our purpose; second, that Connecticut, New Jersey, and Ohio are the only remaining States that approximate the desired information.

In the absence of these exact enumerations we must depend upon the general statements of State and local officers for an idea of the amount and regularity of school attendance in their respective States. These officers admit that the school attendance is not what it ought to be, whether regard be had to the number of youth in the schools, or to the regularity of attendance on the part of those who are enrolled as members.

Steady improvement in these respects is, however, noticeable in nearly every State of the Union.

*Means for improving school attendance.*—As to the means by which the deficiency of attendance may be overcome all school officers are agreed. These are: increased public interest in the matter and more enlightened public sentiment, better teachers, more intelligent supervision, and obligatory laws.

*Evidences of increasing public interest.*—Public interest in the matter is undoubtedly increasing and finds expression in high places. State governors, as a rule, give much space to public education in their annual messages, and approve the recommendations of superintendents and boards of education as to practical measures for improving the schools; but legislatures are very slow in giving effect to the suggestions.

The interest manifested by the governors of southern States in behalf of the common schools is especially noticeable. A gratifying example is afforded in the message of Governor McEnery, of Louisiana, dated May 12, 1884. As the condition of the public schools of that State has excited much solicitude among the friends of popular education, I give in full the section of his message upon that subject:

#### COMMON SCHOOLS.

It is encouraging to notice the great interest manifested in the public school system and popular education throughout the State. At no period in the history of the State has there been such outspoken sentiment in favor of the education of the people, the introduction of improved methods in teaching, the employment of educated and trained teachers, and the extension of the means for elementary education. The people of this State are prepared to approve any legislation that will secure an effective system of free elementary instruction. We have a vast number of children whose parents are not only unable to send them to school, but it is to be regretted that we notice an unwillingness to do so, and many are keeping their children out of school for the small sum they get for their labor. Compulsory attendance at school should be required and legislation enacted to enforce it. The attendance of children at school must first be secured, and then the term of instruction should be extended. There should be a resolute and determined effort made to increase the amount of money appropriated for school purposes. Every cent of money not needed for current expenses should be devoted to the maintenance of our public schools.

The State can only give a general superintendence and partial support to public education. That it is the duty of the State to educate its citizens into an intelligent comprehension of the duties of citizenship is undeniable. The best system organized will fail to accomplish the object desired unless actively sustained by the community, individuals, and local authorities. There is danger to popular education in relying exclusively upon the State or national authority for aid. "No community succeeds in educating its children until it faces the hard fact of local taxation, and trains itself to the persistent and generous assessment of all its property for the general good."

I will advise an entire change in the common school system, and recommend that school precincts be presided over by local boards or commissioners, and that the organic law be so changed as to permit each school precinct to tax itself for school purposes. This system, I believe, has been advantageously used in Texas and North Carolina.

#### IMPORTANCE OF THE LOCAL SCHOOL TAX.

What is here said with respect to local taxation is applicable to every State in the Union. The promptness and fullness with which this tax is met will be the measure of the efficiency of common schools throughout our land. Governor Robinson, of Massachusetts, emphasized the point in his annual message for 1884.

"No argument nor demonstration," he said, "is needed in support of the fact that the people of Massachusetts have not, in any degree, abated their interest in the cause of the education of the young. During the year 1883 there was raised by taxation, for all common school purposes, the sum of \$5,499,717.83. Add to this the income from funds and other sources, \$313,463.19, and you have a total of \$5,813,186.02. \* \* \* The law makes it the duty of every town containing five hundred families or householders to maintain a high school, to be kept ten months, at least, in each year, and any town not having the stated number of families may provide such a school. It is an interesting fact that seventy-five towns under no obligation by statute, but availing themselves of the privilege, have maintained high schools during the last year. Ninety per cent. of our whole school population have the privileges of high school instruction."

In his message for 1885 he notes again the liberal support which the people of that Commonwealth give to their schools. "Massachusetts," he says, "has always been deeply interested in popular education, and never more so than at the present time. This interest is manifested by the amount of money voluntarily raised for the support of schools, by the length of time the schools are maintained, and by the attendance of children upon them. The entire amount raised last year for all school purposes was \$6,502,359.24, providing an allowance of \$19.34 for each child between five and fifteen years of age."

## DEFECTIVE ADMINISTRATION.

But while all measures for the improvement of the schools depend primarily upon public interest and its practical manifestation in local taxes, it is evident that the school system itself, as it exists among us, needs improvement in many important particulars. In the majority of the States the system suffers from defective administration. This arises chiefly from the multiplicity of school districts and of independent local authorities, with the inevitable result of small schools, low standards, low wages for teachers, poor supervision or none at all, and waste of funds.

These are evils which cannot be eradicated until the petty school sovereignties are abandoned, and local interest in public education is manifested in the united action of communities and formulated in laws binding alike upon all. Such union leads naturally to the appointment of executive officers interested equally in all the districts included in the operation of the law, and invested with sufficient power to secure its enforcement.

Wherever this united action has been secured the schools are flourishing. Wherever it is wanting they are in a bad condition.

These declarations are confirmed by reports from every State of the Union. A few examples must suffice for illustration. The Connecticut board of education in their report for 1885 use the following language:

It is made by law the duty of this board to give to the legislature "an account of the condition of the public schools." It would be very gratifying in performing this duty to be able to flatter the State pride common to us all by assuring your honorable body that the schools of Connecticut retain that precedence in excellence which used once to be conceded to them. It is important however that the truth should be told, for if the children of this State are not getting as good an education as ought to be and could be given them, this means that the Commonwealth which these children must hereafter sustain will not enjoy the full prosperity which would have been attainable, and it means that life is to be a smaller, a weaker, and a meaner thing for thousands of men and women of the next generation.

We make our statement with a full sense of its gravity, and of the concern which it will excite in all thoughtful minds; but we find the fact to be, and we must state it as we find it, that the common school system of this State is in a most unsatisfactory condition.

I. Too many school-houses are unfit to be used, and very many more are insufficiently equipped with appliances for teaching.

II. The attendance of large classes of children is irregular and insufficient.

III. There is too little really first-rate teaching in our schools, and too much that is very, very poor.

\* \* \* \* \*



We have had the less hesitation in frankly telling facts as they are because of our confidence that if the people of this State once realize the actual extent of the short-comings of our schools it will not be long before radical remedies will be sought and found. We wish especially to suggest to your honorable body the inquiry whether it is not a necessary preliminary to successful reform to make our system of school administration more simple and effective.

There was spent last year on our schools \$1,852,221.45, of which \$120,855.20 came from the school fund and \$226,603.50 out of the treasury of the State. We are not getting our money's worth, and for the failure to do so our methods of administration must be at least partially responsible.

By creating within our towns from ten to twenty little parasitic governments, partially independent in school affairs of one another and of their towns, and by dividing the duties and responsibilities of school administration between town meeting and district meeting, and between school visitors and district committees, we have vitally impaired and paralyzed the self-government of our towns, and have rendered a proper management and control of schools impossible, or at least unlikely. The town is the genuine organic unit of our popular self-government, and we urgently suggest to your honorable body that there be substituted by law for the present confused and unsound system a simple and well ordered town management of schools.

The changes required to this end are not extensive or revolutionary. Nearly all that is necessary is to transfer the powers of district meetings to town meetings, and to unite the powers of school visitors and district committees in the hands of a town committee composed and elected as is now the board of school visitors. Such a change would tend to give us these much-needed results:

- (1.) An honester and more skillful selection of teachers.
- (2.) An authoritative, constant, and real supervision of the teacher's work.
- (3.) The union of the schools of the town into something like a sensible organic system, producing a more economical and effective expenditure of money and a juster distribution of advantages and burdens.

The following is from the report of the Massachusetts board of education for 1884-'85:

The general agents have reported regularly upon the condition of the schools, and their reports have engaged the earnest attention of the board from the disclosure which they make of the state of learning in parts of the Commonwealth which suffer from the evils attendant on isolation and absence of concentrated effort. The following extract from one of these reports will illustrate this point:

"In my work this fall I find poorer buildings, more poorly supplied, smaller schools, cheaper and poorer teachers, and looser and less competent supervision. It is impossible to picture to one who has not seen them some of these schools, so nearly worthless are they. The little money that is spent on them and the time of the children are both wasted. I have found but one normal graduate in these towns, and nearly half of the teachers have had only a common school education in the towns where they are teaching. Nearly half also were teaching their first term in the schools in which I found them. The schools are visited by the committee but once or twice during the term, and they are rarely examined. If the pupils are in their seats and quiet, if they read without much stumbling and seem to have learned their lessons fairly well, the committee are satisfied. Few of them are competent to apply any tests of the thoroughness of the work. Nearly all the children learn to read by spelling out the words. The only employment of the little ones is fingering the primer. The older ones study all lessons from the books, and all recitations are conducted by questions and answers. In some towns there is not a globe or a map in a school-room, and the blackboards are scanty and poor. We can only reflect that the teachers could not use more if they were supplied. Almost without exception the buildings are destitute of the means of ventilation. After visiting the schools I have spent a half day with the teachers and committee in suggesting improvements. The criticisms and suggestions are everywhere well received. If I or some one else could visit again in a month and repeat the visits frequently some good would be accomplished. In the present condition I see little to hope for."

Such a state of things as this report indicates calls for serious attention. It is very evident that the board has not the power, through its agents, to effect rapid or permanent improvement in such cases. It can do scarcely more than awaken interest and make suggestion. Nor is it desirable that the work of raising the standard of education, in any given community, should be committed directly to the board. There is no principle of our educational system more jealously to be guarded than that of local control and supervision, and it is the towns, and towns alone, that can properly be intrusted with the education of their children.

The palpable obstacle to improvement is in the poverty and isolation of the smaller towns. The cities and large towns have found it necessary to establish the system of superintendency, and the results have shown the wisdom of this course. In the judgment of

the board, no one measure is more imperatively demanded, in the growth of the educational system of the Commonwealth, than the extension of the principle of superintendency to the smaller towns and villages. It is not to be expected nor desired that these places should each be provided with a separate superintendent, but it is entirely possible that several neighboring towns and villages should combine to maintain a superintendent, whose duties would be substantially the same as those of one placed over an equal number of schools contained within a single large town.

Such an extension of the principle of superintendency would have a marked effect upon the entire educational system of the State. It would call into service those teachers and normal graduates who show a special aptitude for pedagogy, and would bring together, in various forms of association, men and women of both theoretical and practical knowledge of the art of teaching. It would, moreover, greatly stimulate the intellectual life of the remoter districts, and do steadily and methodically much of the work which can now be done only spasmodically by agents and teachers' institutes.

The time is ripe for such a movement. The country districts invite it; only their poverty stands in the way. If, in the judgment of the legislature, it should be deemed expedient to lay such an additional tax for educational purposes as was proposed at the last session, it is the opinion of the board of education that the first application of the money thus obtained should be toward the support of superintendents chosen by the smaller towns, acting upon some simple plan of combination.

Hon. Le Roy D. Brown, State commissioner of common schools, Ohio, in his report for 1885, says:

The meager progress of the country schools of the State is not chargeable to school officers, teachers, or pupils, but to the lamentable deficiencies of that part of the Ohio school system which relates to schools in township districts. Under the present law no township board of education has sufficient authority to enforce the rules and regulations for the government of the schools under their control which they have sworn to prescribe. The same may be truthfully said of courses of study. It is not strange, therefore, that these boards, in a large majority of cases, have entirely neglected to prescribe rules or establish courses of study. The law should be so modified and improved as to define clearly the relations existing among teachers, directors in sub-districts, and township boards of education. Responsibility in school management should be fixed somewhere.

\* \* \* \* \*

With a wise consolidation of the educational forces in township, special, and village districts under a single board of education not large in numbers in each township of the State, efficient supervision could be secured, better teachers would be employed, and in every way the schools outside of the cities would be greatly improved.

#### STATUS OF THE TEACHING FORCE.

The improvement of the teaching force is undoubtedly the most direct means of improving the schools. Never before were so many agencies at work for the accomplishment of this purpose, and their influence is felt even in such districts as are described in the foregoing extracts.

The work of training in normal schools and in teachers' institutes is considered in its appropriate place in this Report. (See p. CXXXVII.)

The important part that teachers' associations perform in stimulating teachers, enlarging their views, and increasing their intellectual and social force, must not be overlooked. Teachers' reading clubs or reading circles have lately come into prominence as an additional means of improvement, but the success of these various efforts is impaired by the faulty administration of which I have spoken.

The rates of wages will be seen by reference to Table I, part 1, Summary B. As regards appointments, although it is required in every State that a teacher should hold a certificate, the local officers with whom the appointing power resides show a very general disposition to be contented with candidates who have only the lowest-grade certificates. As a rule these represent very meager qualifications. State superintendents make every effort to ascertain the grade of certificate held by the teachers, and as a result of their inquiries we have evidence that in a number of States the teachers show a laudable ambition to obtain advanced-grade certificates.

In this respect the teachers of Virginia have a record of which they may well be proud. From a tabular statement it appears that more than half of the certificates held in this



State are professional or of the first grade, and if to these the number of second-grade certificates be added the sum is 85 per cent. of the entire number. A few other States have an equally good report under this head, but in general conditions similar to those set forth very forcibly by Hon. J. E. Morrison, State superintendent of schools for New York, affect the standard of the teaching force in all the States. Mr. Morrison says:

One of the most serious obstacles in the way of raising the grade of qualification of the teachers employed in the public schools is to be found in the existing system of examinations upon which the greater part of the teachers receive their licenses to teach.

Of the 31,399 teachers employed in the public schools of the State, over 20,000 are licensed by school commissioners upon examinations held by them, which are characterized by no uniformity whatever in different localities. Whether a license is granted or withheld is substantially discretionary with them. They are elective officers in their respective districts, and subjected to various political and personal influences, sometimes deflecting them from the straight line of duty, generally annoying, and often resisted only at the risk of losing a renomination or re-election. The consequence naturally follows that numerous incompetent and inefficient teachers are crowded into the schools, who, but for such influences, would remain unlicensed, and their places would be filled by others qualified for the business. I know of no more effectual means of remedying this evil than the system already in successful operation in some of the States, by which this class of certificates to teach issues only upon examinations held by school commissioners, or other local officers with similar functions, the questions for which are prepared under the direction of the State superintendent, and sent out simultaneously, in printed form, at proper intervals, to such examiners throughout the State. A plan of subsequent revision, and approval or disapproval of the answers, at the department, on the result of which should depend the granting of the licenses, would give stability and effectiveness to the system, and could be easily arranged.

This plan would require the enactment of some amendments to the present general school laws. I respectfully recommend the subject to the attention of the legislature.

It is certain that until some such action as that recommended by Mr. Morrison is taken in all the States, no extended, well sustained movement for the perfecting of the teaching service is possible.

The tenure of office has also an unmistakable influence in determining the general character of the teaching force. In the rural districts appointments are generally made for one term, and although engagements are often renewed over and over again, this is the exception rather than the rule.

The evils of an uncertain tenure are so many and so obvious that efforts are being made in several States to secure the legislative action necessary for placing the teachers' tenure upon a more permanent basis. The friends of this measure in Massachusetts have been particularly active during the year, and a bill will shortly be introduced into the Massachusetts legislature for enlarging the powers of school committees so far as to permit them to elect teachers to serve during the pleasure of the committees, instead of for a term of one year.<sup>1</sup>

#### SUPERVISION OF COUNTRY SCHOOLS.

As regards the supervision of the rural schools, evidences are not wanting of improvement in many localities, but on the whole the service is exceedingly deficient in the United States. The subject has been freely discussed during the year in the National Educational Association and in State teachers' associations, and the facts and opinions which I have set forth very fully in previous Reports have been confirmed and emphasized by the statements made before these various bodies.

In the Illinois State Teachers' Association attention was called to the fact that, as the law now stands, the office of county superintendent is political, and the lucky favorite

<sup>1</sup> While this Report was in progress the bill referred to was introduced into the legislature and passed. The following is the text of the new law, which, as will be seen, is simply permissive:

SEC. 1. The school committee of any city or town may elect any duly qualified person to serve as a teacher in the public schools of such city or town during the pleasure of such committee: *provided*, such person has served as a teacher in the public schools of such city or town for a period of not less than one year.

SEC. 2. This act shall take effect upon its passage.



of "blind votes," be he competent or not, holds the position for four years. No qualification is necessary save citizenship and ability to furnish the required bond. This statement represents very fairly the present status of this service in our country.

Hon. J. W. Holcombe, superintendent of public instruction for the State of Indiana, in his report for 1884, submits the following statement and recommendations with reference to the county superintendency:

No office in the State has more fully justified its own existence than the county superintendency. The contrast between the country schools of to-day and those of a dozen years ago is a sufficient testimonial of its value. Its effects have been felt in every branch of educational administration. The elder State superintendents found themselves helpless in the midst of chaos; their voice was as "the voice of one crying in the wilderness." They could do little but exhort and plead. The trustees controlled the schools, the State superintendent and State board of education sat at the capital and beheld the reign of confusion. The influence they could exert was but feeble, the power naught. There was no medium of communication between them and the schools; the trustees could not be reached; the examiners were mere functionaries with power confined to one thing. The indispensable link was supplied in the county superintendency, and with its creation begins the period of the most marked and rapid progress that our schools have ever enjoyed. System, order, organization, with all the improvement that these imply, have appeared in the schools; and the promptness and certainty with which the directions of the central department are executed have secured an almost equal progress throughout all the counties, and have given us a State system in fact as well as in name. If in any counties these gratifying results have not been secured in as full measure as they ought, the fault is with the trustees, in not realizing the possibilities of the office, and so not appointing men of sufficient strength to fill it; or with the county commissioners, in hampering the work of the superintendent through mistaken ideas of economy. But I think it safe to say that the incumbents of this office have, as a rule, accomplished more than could have been expected of them in the short space of eleven years; and it gives me pleasure to bear testimony to the high character, fidelity, and competence of the county superintendents of Indiana.

I shall, therefore, ask of the general assembly a little legislation in matters of detail, which will have the effect of strengthening this office. And first, as to a standard of qualifications for superintendents. It has been pointed out as a defect in our system, both theoretical and practical, that the men who examine and pass upon the qualifications of nearly all the teachers of the State are themselves not subjected to any examination whatever, and the occasional appointment to the office in past years of persons notoriously inferior in scholarship to many of their teachers has seemed to make the establishment of some test of qualifications necessary. Various plans have been proposed, as that the superintendent, or all candidates for the office, must hold college or normal school diplomas, or must be examined by the State board of education. The practical objections to these plans are serious. But I think it would be very reasonable and entirely practicable to prohibit the appointment of any one as county superintendent who did not hold a valid teacher's license of not less than twenty-four months' grade. The highest grade of license issued by the superintendent is for thirty-six months; but it would not be well as yet to require him to hold this grade himself. It has been in existence less than two years, and has been issued to but a small number of persons, and in some counties it might happen that no one holding this license would accept the superintendency. But if scholarship were made by law an essential qualification for this office, there is little doubt that trustees would be compelled by public opinion to appoint from the available men the one that held the highest license. The objection to be urged against this plan is that the superintendent, being the examiner, might not deal fairly in grading possible rivals for the office. But I think this criticism ought to have no weight. It is theoretical merely; and I believe the superintendents would be particularly careful in such cases to avoid any suspicion of injustice. Besides, a man who cannot make a sufficiently high grade to merit a twenty-four months' license beyond all question, is hardly qualified for the superintendency; and in the last resort an appeal may be taken by an applicant for license to the State superintendent, on the grading of the examination.

\* \* \* \* \*

Provision should be made for the necessary expenses of the county superintendent, incurred in the performance of his duties, and he should in all cases be furnished with an office. He is the depositary of records and public property of value, which should be safely kept. The proper administration of his office requires stationery, postage, and printing, and these should be supplied by the county. Such is the practice in many counties, but in others allowances for these necessities are refused; and there may be

some doubt of the commissioners' right to grant them, under the present law. I recommend, therefore, that section 4433 R. S. be amended in accordance with these suggestions, and that at the same time the proviso permitting the commissioners to limit the number of days for the visitation of schools be omitted, a needless authority not much exercised, and when exercised causing only detriment to the schools. It is obvious that the schools need all the visitation the superintendent, with other duties to perform, can give them in one hundred and forty days.

The National Council of Education, in its session of 1885, approved the report on State school supervision submitted by a special committee. The following are the main points in the report:

State supervision is necessary because, having undertaken to tax the people to secure better school advantages, it must follow up the tax and see that the money is wisely expended. It is not enough to make a school system possible. The State should compel the location, establishment, and maintenance of a sufficient number of schools to educate all its children. It should fix the minimum time in which the school should be in session, and prescribe a minimum course of study. A State superintendent should be employed to take general supervision of schools, and of school funds and revenues, to advise with subordinate school officers, interpret the law, and report needed legislation. The State board of education should be composed chiefly of professional teachers, and the various public educational interests should be well represented. It should take charge of the issuing of State certificates, supervise State educational institutions, examine and license all local officers authorized to examine and license teachers throughout the State, exercise control over county and district institutes, and appoint the State superintendent. A county or district superintendent should have his fitness well attested and have a long tenure of office. He should have power to examine applicants for teachership, and issue and revoke licenses. He should be appointed by a county board of education, formed of members of the local boards, and this county board should have oversight of the schools in the county.

The governor of Massachusetts, in the addresses before referred to, dwells particularly upon the subject of supervision. In 1884 he said:

The most promising field for improvement is in the small towns; they cannot make sufficient provision for the highest success; the large towns can. We need more thorough, intelligent supervision, especially in the small country towns. Whatever can be done to build up and strengthen these struggling communities will bless the State at large. More towns should avail themselves of the statute authority to employ a superintendent, if not alone, then in union with their neighbors. Apply this system generally, and the benefits will quickly appear in better teachers, improved methods of instruction, more satisfactory buildings and appliances, and an increased attendance of pupils.

In 1885 he said:

Intelligent and thorough supervision contributes much to the excellence of the public schools. The advanced condition of the schools in the cities and large towns affords the best proof of this fact. Smaller towns may have the benefit of this important agency by union in districts, and by supporting together a district superintendent. In several instances of trial of this method most successful results have been accomplished, and the need of its wider application has been abundantly demonstrated. Any practicable measure looking to and encouraging the adoption of the system generally throughout the State should receive your earnest support.

It is to be hoped that the agitation of this subject will be continued with increased vigor in every State, until the supervision of the schools is established upon a sound basis.

#### GRADED COURSE OF STUDY.

One of the most successful measures employed by county superintendents for the improvement of rural schools is the graded course of study. The advantages of this measure are illustrated by its excellent effects in Macon County, Illinois, a full report of which has been furnished to the Office.

The plan was first suggested to the county superintendent, Mr. John Trainer, in 1880, by the perusal of Mr. A. L. Wade's "Graduating system for county schools." Since



then the superintendent has been steadily at work improving and extending the original idea. The following are the principal features of the plan as now developed:

1. A complete course of study.
2. A definite outline of study, based upon the course of study.
  - (A) A system of examinations (based upon the outline of study): (a) monthly; (b) annual (central); (c) final (annual).
  - (B) A system of outlining, based upon the definite work.
3. The grouping of the county into great districts.
4. The county a district composed of the great districts.
5. A system of reports:
  - (A) Reports to parents.
  - (B) Reports to county superintendents.
6. A plan for preserving the several examinations.
7. A permanent record of the progress of the pupil as determined by the examinations.
8. Certificates of rank in class issued at the central examinations.
9. A county diploma issued at the final examination.

The condition of the ungraded schools in Macon County prior to the adoption of the system may be summarized as follows: the classification was miserable, one teacher actually having *thirteen* classes in arithmetic alone; the want of uniformity in textbooks was appalling; the entire absence of records was noticeable in many cases, a majority of teachers keeping the attendance in pencil on a sheet of foolscap; the school-rooms were nothing if not repulsive; less than one-half the scholars were studying grammar, and fewer still pretending to study history; no district knew what its next neighbor was doing.

By the application of the graded course the following results have been accomplished:

- (a) A classification which grades the school to the minimum number of classes.
- (b) An improved attendance in every grade: the boys starting to school several weeks earlier in the fall; the girls remaining in school through the spring and summer terms, longer than ever before.
- (c) All the branches "outlined" are taken up in the proper order, and completed as required before the pupil is promoted.
- (d) Pupils are passing directly from district schools to the high schools and to the preparatory course in the State institutions without an examination.
- (e) More pupils are preparing to take advanced courses of study—double the number under the old régime.

(f) Teachers are adopting new and improved methods of doing the work outlined for them; the strong teacher is advancing term after term, the weak teacher is being pushed to the wall; the public are demanding the very best teachers, even at the highest price.

The State superintendent of Illinois, Hon. Henry Raab, who has been exceedingly active in this matter, reports that more than half the counties of the State have, during the last three years, adopted a course of study and manual of work, with excellent results in every case.

The use of the graded course is rapidly extending in all the western States.

In the eastern States the measure has attracted less attention, although no better illustration of its practical advantage can be found than is afforded by certain counties of New Jersey.

#### COMPULSION.

My Report for 1882-'83 contained a compilation showing the status of each State and Territory with reference to compulsion. The laws compelling attendance upon school have undoubtedly increased the number of youth who are brought under instruction, but at the same time in some instances they have apparently been the cause of a decrease in the annual enrollment. For instance, in Connecticut the ratio of the number of youth registered to the number enumerated has declined steadily since 1875. In that year



the per cent. registered in public schools was 89.34, as against 81.85 in 1885; registered in both public and private schools, 95.65 in 1875, as against 91.53 in 1885. With reference to this decrease Hon. C. D. Hine, the secretary of the board, says:

It is probable that the compulsory law itself has contributed to this result. Under its provisions those over 14 were legally exempt, and felt that they were morally relieved from school obligations. Those under 8 were also little pressed, and there was no forced regularity. The large class between 8 and 14, which is the promising and proper school age, found that the State permitted absence for six of the nine school months; with this high sanction, if there was no desire to attend or no home impulse, the State limit became the standard, and convenience or necessity regulated attendance.

As a means of correcting this tendency the law has been re-enforced by an additional enactment, which provides for the attendance of all unemployed children between 8 and 16 years of age.

Similar action has been taken in some other States where there was an apparent tendency on the part of some parents to limit the school attendance of their children to the minimum required by the law.

#### BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

##### NEW ENGLAND STATES—MAINE.

The statistics show, for the first time in several years, an increase in the number of school children, and it is hoped that the limit has at last been reached in the decrease that has been going on in this respect, with one exception, for 10 years. The whole enrollment in public schools (145,121) was over a thousand less than during the previous year; but this, it is believed, was owing to the fact that fewer children of 4 years were sent to school. The average daily attendance increased in summer, but epidemics lessened it in winter. The superintendent thinks that, on the whole, the statistics of attendance show a more intelligent and active parental interest, securing better teaching, better supervision, and more regular attendance. The average school term was 2 days longer and the number of graded schools was 50 greater, while ungraded ones decreased, showing that small and weak schools have been absorbed by larger ones—a reform much needed. The whole expenditure for public schools decreased by over \$47,000, but this was owing to the fact that less money was paid for new school-houses, in which matter greater economy was observed, without the sacrifice of any essential good.

There was, therefore, an improvement in school organization; a better quality of instruction; comparative increase in work done; and more efficient supervision. There was also an extension of the system of high schools, and a growing adjustment of their work to that of the lower grades; an increase of attendance on normal schools and of the number graduated from them; and a more efficient organization of teachers' associations, with better attendance and better work.

##### NEW HAMPSHIRE.

For many years this State has been hampered by an educational system which made long school sessions in the cities and short ones in the country districts the current rule. The schools in the latter, relics of an outworn and always miserable plan of cheap neighborhood instruction, have been comparatively costly, because few children were instructed, and commonly inefficient, because poor pay generally brought to them poor teachers. Superintendent Patterson, stimulated by the action of Massachusetts in doing away with its old district system at the close of 1832, labored earnestly as well as wisely in 1885 to effect the same thing for New Hampshire, and happily succeeded, a law of that year abolishing the division of towns into school districts, and making each town, except some under special acts, a single district for school purposes. This is the entering wedge for great improvement in the educational condition of the State; with sure results of better school-houses, fuller attendance on them, a higher style of teaching, and a better understanding of the subject studied, all with probably less expense than under the old rule.

## VERMONT.

The full reports from this State are biennial, and 1834-'85 is therefore only partially presented. From this cause perhaps 1,085 less children than in 1833-'84 are reported as enrolled in public schools, and average time of school appears a little shorter, but 10 more schools are presented, and average daily attendance in all the public schools of the State was 1,421 greater. Pay of male teachers was somewhat diminished, but that of females was correspondingly increased; the total expenditure for all school purposes was \$20,922 greater than that of the preceding year. From educational papers it is understood that the voting on the abolition of the old school districts with a view to the adoption of a general town system was still going on, with increasing prospect of eventually reaching on this point the position of Massachusetts and New Hampshire.

## MASSACHUSETTS.

With 343,810 children of school age (5-15) this State enrolled 339,714, a noble showing, though a decrease for the year of over 2,000. The average membership, however, increased by nearly 5,000, and the average attendance by 5,787, raising the ratio of average attendance based on membership to 90 per cent. The increased demand for instruction was met by the establishment of 89 new schools, and about \$518,000 more was expended on all than during the previous year, much of this, however, being due to the operation of the free text-book law. There was a gain of 152 in the number of normal graduates employed, and of 123 in teachers that had attended normal schools; but, on the other hand, about 1,300 more teachers were employed during the year than the number necessary to supply the schools, showing too many changes in the corps to be consistent with the welfare of the schools. There was, however, an improvement in all the equipments for teaching, such as school-houses and apparatus; a better supply of dictionaries; free text-books furnished; supplementary reading matter introduced; and better provision made for truants. Discipline, too, was greatly improved, the theory of compulsion having largely given way to that of a healthy stimulation. Evening schools increased in number, enrollment, and attendance. High schools had an increased attendance, and a number of new and elegant buildings were erected for them.

## RHODE ISLAND.

The figures from this State show advance in all important respects. With about 60,000 children of legal school age (5-15), nearly 48,000, or about 80 per cent., were enrolled in public schools, the average belonging being 35,260, and the average daily attendance 31,743, an increase for the year of 1,239 in school population, of 2,349 in enrollment, of 1,147 in the average number belonging, and of 996 in average daily attendance, besides a greater attendance on evening schools and on private schools. Thirty-one more graded schools were taught, though the whole increase for the year in all day schools sustained was only 32. Eight more teachers were from normal schools, while only 16 more teachers than in the previous year were employed; their average monthly pay increased slightly, and the whole amount expended on public schools was more than \$100,000 greater, while public school property was reported worth \$127,850 more than in 1833-'84.

## CONNECTICUT.

Encouraging advance during 1834-'85 is shown by the statistics from this State. About 151,000 children of school age (4-16) are reported, of whom 125,718, or 83 per cent., were enrolled in public schools, besides 14,480 in other schools, showing that nearly 93 per cent. of the school population were in school during some portion of the year. An increase of 463 is reported in the children of school age, while the increase in the number enrolled in public schools was five times as great, the average attendance also increasing. Nineteen new school-houses were built, providing 2,247 more sittings. More teachers were continued in the same school, and fewer having no experience were employed, the average pay remaining about the same. The whole amount

expended on the schools was nearly \$75,000 more than the previous year. Still it is admitted that the people are not getting all they should from this expenditure; that there are too many incompetent teachers, and too many school-houses unfit for use and imperfectly supplied with apparatus.

## MIDDLE ATLANTIC STATES—NEW YORK.

Continuous advance, not fully proportioned to the greatness of the State, but absolutely large, is presented here almost throughout. Though multitudes of country districts with old and poor arrangements for instruction still made little progress in effective schooling, the enrollment in all public schools was 24,733 greater than in 1883-'84, exceeding by 6,629 the increase in youth of age for school instruction, while average attendance in like schools was 14,859 greater than the year before. These would seem large advances in a smaller State, but here are dwarfed to small percentages by the very greatness of the field. Taking into the account of school attendance the whole additional number in private or church schools, in academies, normal schools, colleges, and special schools, there appears a total under some form of instruction very nearly up to the whole number of healthy youth, the cost of such instruction for the year reaching nearly \$14,000,000.

## NEW JERSEY.

Although State school machinery was considerably hindered in its working by a fire at the State-house in 1884, a full report for 1883-'84 and 1884-'85 is presented by Superintendent E. O. Chapman, which shows in the 2 years an advance at almost all important points beyond the showing of the two preceding years, though here and there appears a slight decline. In the latter of the 2 years, out of 10,256 new school youth, 5,525 were enrolled in the free schools, and 9,037 more than in 1883-'84 were in average daily attendance in such schools, while the number in private and church schools fell off by 452. With 10 fewer State school buildings, there were yet sittings for 6,939 more pupils, 27 of the buildings being newly built and very good; \$29,709 more were spent for public schools, and valuation of State school property went \$182,119 higher than the year before.

## PENNSYLVANIA.

The fact that in this State a school census is taken only once in a decade so impairs the value of the percentages based on it that these are omitted from the present brief review. The absolute numbers reported as enrolled and in average attendance daily in State schools in 1884-'85 were, for the former, 16,119 greater, and for the latter 21,450 greater, than in 1883-'84, while private and parish schools presented 11,957 fewer attendants, indicating a continuance of the drift that has long been sweeping the great body of the children into the better officered, better furnished, and generally better taught free schools. The expenditure for these schools was increased by \$254,767 in the year, and the valuation of all State school property by \$723,348; but the old school districts, great hindrances to progress, still held their place in the State system, and even somewhat increased, while in these districts were 335 more schools, only 14 of the additional ones being graded. Districts with school libraries were, however, more numerous by 380, perhaps from the spread of teachers' reading circles; and teachers, as a whole, were increased by 400 in the public schools, those in private and church schools falling off by more than twice that number; but public school teachers with 5 years or more experience and teachers trained in the State normal schools fell off also considerably and unaccountably. The record of the year is in many points a very good one; but it has, as may be seen, drawbacks that still call for remedy.

## DELAWARE.

The reports from this State are published only biennially, covering apparently the calendar years, and none for 1885 and 1886 can be expected before some time in 1887. The figures for 1883 and 1884, given in the last Report from this Office, must therefore stand for at least another year.



## MARYLAND.

The figures here show an increase of 6,000 in the number of pupils enrolled in public schools, and of 6,477 in average daily attendance, the per cent. of the latter to the former being 1.95 more. There were 7 more schools for the colored race, 1,363 more pupils enrolled in them, and 1,818 more in average daily attendance. The whole number of schools taught in the State decreased by 7, but the average term for the State was 16 days longer. The average monthly pay of teachers increased by \$1.33, the whole amount paid them being about \$32,000 more than for the previous year, although the amount expended for all public school purposes (\$1,745,258) was not quite \$25,000 more than in 1883-'84. The State is, however, evidently steadily awakening to a sense of its need of better and more effective school work.

## VIRGINIA.

The statistics of this State show a progress in education that is very gratifying. There were 15,313 more pupils enrolled in the State free schools, and 13,100 more were in average daily attendance in 1884-'85 than in the preceding year. The public schools in which they were thus enrolled were more numerous by 225; the school-houses owned by districts, 293 more; the teachers employed, 222 more, with fairly larger pay than previously, men getting about 68 cents more a month and women 49 cents more. There was an increase in public school expenditure of \$102,995, and one of \$226,822 in valuation of public school property. A new State normal school was established, under the excellent supervision of ex-Superintendent Ruffner.

## SOUTH ATLANTIC STATES--NORTH CAROLINA.

A partial report for 1885 from this advancing State indicates progress at almost every point: 14,723 more youth of school age (6-21); 13,850 more of such youth in public schools, and 12,583 more in average attendance; while school districts increased by 217, and school-houses by 214; the average school term going up from 58 days in 1884 to 62 days in 1885, and the value of public school property from \$483,092 to \$565,960, an increase of \$82,868. Could the figures of the graded schools established in several of the larger towns and cities have been included, these statistics would have presented a still better aspect, and it seems only fair that the State should be able to obtain full information as to the whole school system it is fostering.

## SOUTH CAROLINA.

The advance presented here at some points is broken by sad gaps in others. With nearly 300,000 school youth to draw upon in 1884-'85, only 178,023 were enrolled in public schools, a falling off from the preceding year of 7,596, while average school term was shortened by 10 days and the number of public school-houses by 20. School-houses owned by districts were fewer by 75, and school-houses built during the year fewer by 17, though these last appear to have been more valuable by \$5,353 than those built in 1883-'84. Much of all this is evidently due to insufficiency of funds to provide fairly for public schools, and to the fact that these funds are not available in the school year for which they are designed. This leads to brokerage of the certificates of school dues that are given teachers in the place of present pay, and the brokerage so cuts down the pay that from 10 to 25 per cent. of it is lost. With such losses steadily occurring, and no remedy for them, in the shape of either prompt pay or fuller revenue, discouragement and ill success is natural.

## GEORGIA.

No statistics of the Georgia school system, except as respects the schools of the chief cities, are available for 1885. These show, at Atlanta, a small increase of enrollment in the public schools, with an average attendance of 95 per cent. of the enrolled, and a pressure for more room and means; at Augusta, a decline in public school enrollment

and in teachers, but a continuance of special teaching of penmanship in all the grades of schools for whites, and a school term of 177 days; at Columbus, a school session of 188 days, with drawing, penmanship, and music in the course; at Macon, a falling off in enrollment and average attendance, and very many children out of school; at Savannah, a more than usually satisfactory progress on the part of pupils, but much need of greater room for pupils in the lower grades.

## FLORIDA.

With no reported increase in the youth of school age here, there was one of 4,016 in the enrollment of pupils in State schools and of 9,969 in average daily attendance in them, the schools increasing by 220, the teachers in them by 217, and the amount expended by the State for the instruction given going \$163,806 beyond the expenditure of the year before. These are clear evidences of a new and active educational life, which is shown also in well-attended teachers' institutes, in the institution of a teachers' reading circle, and in a clearly demonstrated interest in the improvement of the deaf and dumb.

## GULF STATES—ALABAMA.

With only 649 additional school youth in 1884-'85, this State presents an increase of 18,331 in pupils enrolled in public schools, of 10,162 in average attendance, of 8 in school districts, of 173 in the number of public schools, of 210 in teachers for them, of \$1.84 in the average annual pay of teachers, and of \$16,223 in expenditure for the schools under the State system. These figures indicate an educational awakening, that has drawn in very many children not previously enrolled, and which, having thus brought them under instruction, has held them to their studies in a very fair degree. Alabama, indeed, appears to be fast pressing towards a leadership in the educational progress of the South.

## MISSISSIPPI.

This State, reporting for 1884, shows advance in most points on the figures for 1883, such as 12,024 more enrolled in public schools, 29,958 more in average attendance, the per cent. of this attendance to enrollment going 8.23 beyond that of the preceding year, while teachers were more numerous by 405 and expenditure for the free schools greater by \$68,444. The legislature in 1884 provided also, for that year and the next, the usual appropriations to the different State institutions, and for the establishment of "an industrial institute and college for white girls," in which such girls may acquire a thorough normal training, with a knowledge of kindergartening, telegraphy, stenography, photography, drawing, painting, designing, engraving, book-keeping, and household industries.

## LOUISIANA.

The reported number of youth of school age has not changed here for several years, but youth of that age (6-18) in public schools increased by 18,917 in 1885, with an increase also of 12,997 in average attendance, of 35 in the number of public schools, of 117 in teachers employed for them, with large increase in other teachers, apparently through more searching inquiry after them. A State normal school at Natchitoches, provided for in 1884, was organized in October of that year, and another at New Orleans had the foundations of a promising normal work laid for it. The faculty of the former will bring a new life into the institutes held in the State; that of the latter will probably do some like good in the chief city, where Tulane and other universities are laboring efficiently for the promotion of higher education.

## TEXAS.

Although in 1883-'84 reports came in from only a part of the 166 counties in this great State, and although school age in 1884-'85 was extended by 2 years, giving opportunities for free schooling to a considerably larger number, the figures received for the latter year present an apparently great decline in children of school age, in enrollment of such

children in the State schools, in school communities organized, and in the schools maintained. Later information from counties, communities, and cities slow in presenting their reports may change this disappointing aspect of school affairs; but as far as can be seen from figures presented by State Superintendent Baker in the *Texas School Journal* of May, 1886, the above is the seeming outcome of the year.

## SOUTHERN CENTRAL STATES—ARKANSAS.

No statistics of the Arkansas school system for 1884-'85 have reached the Bureau of Education up to the time at which this matter goes to press. The State has therefore to stand upon its record for the years 1882-'83 and 1883-'84, instead of that for the later year, which it was hoped that the Bureau might have material to present.

## KANSAS.

With 461,044 youth of school age (5-21) this State reports 335,533 pupils, or nearly 73 per cent., enrolled in public schools, and 194,325, or only about 42 per cent. of the school population, in average daily attendance; the number enrolled was nearly 32,000 more than that reported for 1883-'84, while the average daily attendance was about 13,000 less. Public schools were sustained for at least 3 months by 315 more districts; 214 more school-houses with nearly 600 more rooms were used, and 1,189 more teachers employed. The average monthly pay of women teaching was \$2.57 less, and that of men \$0.15 more; the whole amount spent for public schools being \$505,689 more, and the valuation of public school property \$832,163 more, than the previous year.

## MISSOURI.

A progressive condition of the public schools, on the whole, is shown by the statistics from this State, although one or two important exceptions to this condition are noted. With about 805,000 youth of school age (6-20) there was an enrollment in public schools of a little over 544,000, or about 67 per cent., an increase for the year of 26,474 in school population, and of 16,695 in the number enrolled. More schools by 107 were taught, 492 more rooms having been provided. An increase in the number of teachers necessary to supply the schools, and a decrease in the number actually employed, has caused a better proportion between these two items, indicating that about 900 fewer changes in the corps were made than during the previous year. An increase also appears in the average monthly pay of teachers. On the other hand, a decrease of 26,135 appears in the average daily attendance, the average school term was 6 days shorter, and \$26,563 less were expended for all school purposes. It must be remembered, however, that the report for 1883-'84 included 15 months, and that for the last year only 12, the law having been changed so as to make the school year close in June instead of in April.

## KENTUCKY.

In the absence of any late report no public school statistics for 1884-'85 can be given; but the files of the *Educational Courier* for the year show evidence of continued educational vitality, more especially in the reports of county teachers' institutes held. A note from the State superintendent says that the expenditure per capita for both races would be increased this year by 15 cents over that of 1883-'84.

Important amendments were made to the school law in 1884, among them one providing for the election of county superintendents, the levy of county taxes, and for an increase of the distributable State school fund from \$150,000 to \$200,000 a year. Indigent and orphan children are to have text-books free of cost, half-time and third-time schools have been provided for, and physiology and hygiene added to the course of study.

## TENNESSEE.

The information for 1884-'85 shows that the public schools throughout this State were steadily advancing, both as to interest in them on the part of the people and work done by the teachers and pupils. With 609,023 youth of school age, 373,877, or about 61 per



cent., were enrolled in public schools, not a small figure when the long extent of the legal school age (6-21) is considered, and when it is remembered that a large majority of those over 16 were in higher schools or engaged in employments. Private schools, too, enrolled 25,569 more of the school population. There was an increase during the year of 23,637 in the number of youth of school age, and one of 23,734 in public school enrollment. The average attendance, too, increased, in the opinion of the superintendent, although from a failure of several large counties to report this item the figures show a decrease in it. There were 210 more public and 28 fewer private schools taught; 33 more public schools were graded; 331 more houses were in use by them; and the value of school property was \$8,336 more. Normal institute work exceeded that done in any previous year, one result of this being a commencement of the plan of grading country schools.

## WEST VIRGINIA.

With 235,345 youth of school age this State reported 176,576 pupils, or about 75 per cent., enrolled in public schools during the year, and 109,177, or 44.46 per cent., in average daily attendance, an increase for the year of about 7,000 in youth of school age, and of an equal number in the average daily attendance, while the number enrolled increased by over 10,000. The figures also show advance in the enrollment and average attendance of colored youth, the former numbering about 55 per cent. of the colored school population, the latter 35 per cent. More school-houses were reported, more schools were taught, both graded and ungraded, but the average length of term was 4 days shorter; 631 more teachers had experience, and 157 more were graduates of normal schools, although their average monthly pay was about \$4 less than the previous year.

## NORTHERN CENTRAL STATES—OHIO.

A continuation of the progress that has been going on for many years in the school affairs of this State is shown by the statistics for 1884-'85, the only exception being a decrease of 27 days in the average term of school. There were in the State over 1,095,000 school youth (6-21), of whom 774,660, or nearly 71 per. cent., were enrolled in public schools, besides 11,803 in private schools; an increase for the year of more than 13,000 in youth of school age, of nearly 12,000 in public school enrollment, and of 18,352 in average daily attendance. With only 163 more teachers employed, and about as many more schools sustained, there were 841 more teachers continued in the same school. This latter fact, taken with the largely increased average attendance, points significantly towards an improvement in methods of instruction, as well as to an increased interest of parents and pupils in school work. The average monthly pay of men teaching decreased by \$1, while that of women—forming a majority of the teachers—was \$2 more, the whole expenditure being \$409,569 more. Although the average term for the State was 27 days less than in the previous year, 35 fewer districts are reported in which it was less than the 24 weeks required by law.

## INDIANA.

The reports of the superintendent being biennial, and the last including only 1883-'84, little official information is available as to the condition of the public schools during 1884-'85. That there was a healthy activity in school work appears from a perusal of the educational journals of the State. This is indicated, among other ways, by an increased attendance of teachers on the county institutes, by an improvement in the instruction given therein, and by the success attending the teachers' reading circles, recently organized, nearly all the counties having united in the work. It is said, too, that throughout the State the power and influence of the normal schools and colleges were felt more than ever before.

## ILLINOIS.

Large gains in the public school system are shown by the statistics for 1884-'85. Out of a school population of a little over 1,077,000, the age being 6 to 21, 738,787, or about 68 per cent., were enrolled in public schools. While the whole number of pupils en-

rolled increased during the year about 10,000 (against an increase of about 8,000 in school population), the number enrolled in graded schools was 13,754 more, there being, of course, a proportionate decrease in attendance on ungraded schools. This larger proportion of the better class of schools, in connection with an advance in the average pay of teachers, an increase of nearly 5,000 in average daily attendance and of one day in the average school term, shows plainly that better work, as well as more of it, must have been done in the schools. The increase in expenditure for school purposes was \$570,742, the value of school property was \$1,301,580 more, while the amount of the State school fund was augmented by \$12,566.

## MICHIGAN.

The statistics from this State are gratifying, showing decided advance in nearly all important points. Of 595,687 youth of school age (5-20), 411,954, or about 69 per cent., were enrolled in public schools, besides 30,458 in private schools. Public school enrollment increased by nearly 7,000, against an increase in school children of 18,624, over two-thirds of the advance in enrollment being in the graded schools. More districts maintained public schools, more houses were reported, and more teachers were employed, the increase in the latter item, too, being less than in that of the number required to supply the schools, showing a healthy tendency toward fewer changes in the corps of teachers. More teachers' institutes were held; the attendance on them was larger than during any previous year, and further means for improvement were sought by them in the organization of a State teachers' reading circle. Notwithstanding this, there was not only no increase, but even a slight decrease, in the average monthly pay of male teachers, which was only about \$46. The average school term for the State decreased.

## WISCONSIN.

With 544,976 youth of school age (4-20), 321,718, or 59 per cent., were enrolled in public schools, and 174,844, or 32 per cent., were in average attendance, an increase of more than 16,000 in the number of youth of school age and of only 4,749 in the enrollment. There were 237 more teachers employed during the year, while only 147 more were necessary to supply the schools, an apparent indication of frequent change. An increase appears in the average monthly pay of teachers in the cities, with a decrease in the pay of those employed in the counties. The whole amount, however, expended for public schools increased by \$335,594.

## MINNESOTA.

The reports of the State superintendent to the legislature being biennial, and the last one printed being for the term closing with 1883-'84, the information at hand for the present year is limited to that given by the superintendent in a special return to this Office. These figures show advancement, as far as they go, in many respects, the exceptions being a small decrease in the average monthly pay of teachers, in the whole amount expended for public schools, and in the estimated value of public school property. Progress appears from an increase of about 9,500 in pupils enrolled in public schools, and one nearly twice as great in the average daily attendance, causing nearly 6 per cent. of advance in the latter based on the former, while the average school term for the State was 4 days longer.

## IOWA.

In this State the statistics for 1884-'85 show advance in many points. With 634,407 youth of school age (5-21), there were 477,663, or about 75 per cent., enrolled in public schools, besides nearly 18,000 more in private schools, an increase for the year of 4,697 in pupils enrolled out of over 11,000 more of school age. The number of schools, both graded and ungraded, increased, as did that of teachers, in about the same proportion, and the average monthly pay of men advanced slightly, that of women falling off. The average school term was, as during the previous year, 144 days; the valuation of public

school property was \$1,882,237 higher, and the amount of the State school fund \$46,707 more than in 1883-'84. There was, however, on the other hand, a decrease of 2,704 in the average daily attendance, and of \$182,658 in the whole amount expended for public schools.

NEBRASKA.

The statistics for the year 1884-'85 indicate progress in the public school system at all points. With about 233,000 youth of school age (5-21), nearly 162,000, or 69 per cent., were enrolled in public schools—an increase of 23,802 in school youth and of 24,300 in the number brought into the public schools, the per cent. of the enrollment to school population having advanced by 3.72. The average monthly pay of teachers was greater by more than \$2, and all public school expenditures by \$1,075,527, the whole amount spent for school purposes reaching \$2,918,157. The valuation of public school property was over \$641,000 more, and the amount of the permanent school fund \$348,421 more.

COLORADO.

Here, too, the statistics show an advance during the year at nearly all points. With nearly 58,000 youth of school age (6-21), about 39,000, or 67 per cent., were enrolled in public schools, an increase over the figures given in 1883-'84 of 1,713 in school population, of 1,023 in the number of pupils enrolled, and of 1,440 in average daily attendance. To meet this greater demand for instruction 74 more teachers were employed, and accommodations were provided for 2,820 more pupils, the valuation of State school property increasing proportionately. This valuation for 1884-'85 was \$2,052,100, against \$1,676,130 the previous year, although from a clerical error in the Report of this Office for that year the annual increase in valuation of school property was given instead of the whole amount. The entire expenditure for public schools also increased during the year, but to an amount less than that of the increased value of school property, and the amount of available State school fund was \$19,609 more.

STATES ON THE PACIFIC SLOPE—NEVADA.

There appears but little ground for doubt that population in important parts of this wide territory is declining, from depression in the mining districts, which were for several years sources of great wealth. Partly from this cause, and probably some kindred ones, the activities of school work have been affected, and Superintendent Young prefers to wait till 1885-'86 before presenting the statistics of schools, which by that time, it is hoped, may be more satisfactory and fuller than they could be if presented earlier.

CALIFORNIA.<sup>1</sup>

Through figures furnished by State Superintendent Welcker, in advance of his full biennial report, there is shown, in 1884-'85, an increase of 14,425 in youth of school age (5-17), of 4,200 in public school enrollment, and of 1,566 in private or church schools; also 121 more school districts, 112 more public schools, 170 more teachers in these last, and 633 more such teachers holding first-grade county certificates, with 55 additional graduates from normal schools. The pay of men teaching was somewhat diminished; that of women slightly increased. No figures are given for school expenditure, value of State school property, or amount of State school fund.

OREGON.

The legislature having changed its time of meeting from September and October to January 1, all State reports from Oregon are now presentable at that date. The next biennial one for public schools will therefore be submitted to the legislature January 1, 1887. Meanwhile Superintendent McElroy supplies statistics for 1885 which show an increase of 6,151 in school youth (4-20), and of 2,950 in the enrollment of such youth in public schools, but a large decrease in average daily attendance. The average school

<sup>1</sup> This Office is much indebted for valuable aid to Mrs. S. B. Cooper, of San Francisco, well known for her able, self-sacrificing, and effective labors in behalf of education.



term was 5 days longer, the expenditure for public schools \$34,475 greater, than in 1884, and the valuation of all school property, including school lands yet unsold, was estimated to be far beyond any before reported.

## THE TERRITORIES—ALASKA.

Dr. Sheldon Jackson, recently appointed United States general agent in Alaska, reports the schools in 1884-'85 in a flourishing condition under missionary supervision. At Sitka the training and industrial school for native children was enlarged, and the girls' industrial school held for some time at Fort Wrangell was removed to and united with it, instruction being given in school studies, household industries, and, for boys, carpentry and woodwork, by 8 teachers. Over 100 children came under these forms of instruction here. At Haines, 200 miles by water north of Sitka, an industrial school, with from 25 to 30 boarding pupils and about 75 day scholars, was carried on in a new building under 3 instructors. At Hoonah, 130 miles north of Sitka, the school attendance, under 2 teachers, was 69 boys, 76 girls, and 74 adults, making a total of 219. At Jackson, 533 miles south of Sitka by the usual route of travel, about 100 pupils were taught by 1 teacher. At Fort Wrangell, after the removal of the industrial school to Sitka, a small industrial school for boys has been maintained, under 1 teacher. From the Seal Islands, where the Alaska Commercial Company has schools, no report for 1884-'85 has been received.

March 2, 1885, the Secretary of the Interior assigned to the United States Commissioner of Education the duty of providing for educational work in Alaska. This looks towards an enlargement of school training there, which will require additional teachers, buildings, furniture, charts, books, etc., and must require an increased appropriation.

As nearly as can be ascertained from the United States census of 1880 there are 11,237 children of school age to be provided for within the Territory.<sup>1</sup>

<sup>1</sup> During the progress of this Report the Senate called for a copy of the report of Dr. Sheldon Jackson on the schools of Alaska. I transmitted the same with the following letter, which, as it contains matter of permanent interest, I think it best to repeat in this place. Dr. Jackson's report gives full details of the work in Alaska. Six thousand copies of the report have been ordered, and as soon as published copies may be obtained by application to members of Congress.

MARCH 1, 1886.

SIR: I have the honor to transmit herewith the report of Dr. Sheldon Jackson, general agent of education in Alaska, called for in your letter of the 17th ult., in accordance with Senate resolution of February 15, 1886.

In forwarding this report, allow me to say that in obeying the order from the Department to organize the common schools required under the provisions of the organic act providing a form of government for Alaska, the first requisite, as it seemed to me, was some one in Alaska possessed of the ability, education, honesty, devotion, courage, and willingness to sacrifice his comfort and himself and endure the hardships and perils of undertaking to supervise the establishment of the schools; one who should not only understand the facts in the condition of the youth to be taught, but who should be able to aid in securing the teachers fit for the work. No one, to my knowledge, met these requirements as did Dr. Sheldon Jackson, who had already spent so much time in the Territory, and who had studied the people and their environment so thoroughly, and who had done so much to arouse the country to an effort for the education of their children.

Although I had carefully studied Alaska with reference to the possibilities of education there, and had endeavored to report the facts as I found them with the same care that I had studied and reported all other portions of the country since entering upon the duties of this office, I could have accomplished little or nothing had not Dr. Jackson accepted the place of general agent of education as named by you. With his aid I believe that good progress has been made, considering the distances to be traveled and the lack of communication and the other obstacles encountered. Plans have been matured; the co-operation of benevolent agencies has, as far as possible, been secured, in some cases greatly increasing the amount expended and the good accomplished; the schools have been started upon methods and principles specially calculated to take the people as they are, on their soil, in their climate, and with all their other peculiar surroundings and all their customs, and give them the benefit of instruction in the virtues of our civilization before they are destroyed by its vices. The people are self-supporting and teachable, and never should be set back by introducing the destructive features long ago admitted into our policy of treating the Indians, and now found at once so obstructive and so expensive in the present efforts for their wise education. Al-

## ARIZONA.

Although this young Territory in 1885 shortened by 3 years its free-school age, making it 6-18 instead of 6-21, it still reported 844 more youth of that age than in 1882-'83, enrolled 1,527 more pupils in its public schools than in 1883-'84, and held 945 more in average attendance under a slightly larger corps of teachers. The average term of school, however, was less by 58 days, and the amount expended for the schools was smaller by \$53,983. A new and much improved school law made the minimum school term 5 months instead of 3, with other changes, which may be found under the full Territorial matter in the Appendix.

## DAKOTA.

This vigorous Territory, excelling several of the States in expenditure for schools and accommodation for the pupils in them, shows striking growth at almost every point: more youth of school age by 10,064; more pupils enrolled in public schools by 19,044; more by 10,997 in average attendance daily. School districts increased by 20; school townships, by 214; schools in the public system, by 1,280; teachers, by 1,234; expenditure for public schools, by \$507,333; and valuation of school property, by \$493,192—a record almost, if not quite, unparalleled in the case of so young a Territory.

## DISTRICT OF COLUMBIA.

No census but a decennial one being taken in the District, the increase of school youth cannot be reported, nor, consequently, the true per cent. of such youth enrolled and in average attendance. The enrollment, as may be seen, fell off considerably, notwithstanding an increase of 319 enrolled in colored schools; but average attendance in the public schools was 978 greater than in the previous year, an indication of more attractive teaching. The average time of school was nearly 4 days less; the teachers, 40 more in number; the expenditure for their pay and all school purposes, \$21,838 beyond that of 1883-'84.

## IDAHO.

The statistics presented here are few, many trustees of schools having failed to report them to the Territorial superintendent, but, as far as received, they show an increase of 2,259 school youth (5-21), of 1,750 such youth in public schools, of 35 in the number of school districts, of 39 in school-houses, of 68 in schools, and of \$33,454 in expenditure for the Territorial schools. Teachers' monthly pay was reported to be \$61.53 on an average, the standard of qualification having been raised. Teachers' institutes, marked by good attendance and lively interest, are said to have been held in several counties with excellent results, a new law providing for the attendance of all teachers in the counties where they are held, without loss of pay.

though the report is only a preliminary one—coming in the first few months of progress—it is brought as nearly as possible down to date, and is full in details of great value.

It will be seen that I have not thought it best, with the smallness of the appropriation already made for the work, to begin the erection of school buildings, but in my opinion there is now in hand sufficient data on which to base estimates and to proceed to erect buildings. These, in my judgment, with the school-house, should include a residence for the family of the teacher.

I have elsewhere recommended that \$50,000 should be appropriated for the next fiscal year.

It only remains for me to add that I have many evidences that the schools and the general agent have been uniformly favorably received by the Alaskans, and that the only opposition has originated with those who should have been the first and most constant to aid him and his work.

I may be pardoned, perhaps, if I add that I have felt that in our neglect to fulfill our solemn treaty promises with the Alaskans, our boasted free government has in their case been brought into unfavorable comparison with the imperial government of autocratic Russia, and I have therefore taken special pleasure in endeavoring under the order of the Department to give the people of those distant regions, even at this late day, the benefit of our common schools in the form best adapted to their good, and best calculated to teach them our ideas, and to introduce among them the knowledge of the blessings of our free institutions.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON, *Commissioner*.

To the Honorable THE SECRETARY OF THE INTERIOR,  
Washington, D. C.



## INDIAN TERRITORY AND INDIAN SCHOOLS.

From the 5 tribes of the Indian Territory proper no report for 1884-'85 has been received; but for many of the other tribes new and improved arrangements were secured by Mr. John H. Oberly, Indian school superintendent, with \$992,800 from the general Government. The results of these arrangements were 84 boarding schools and 86 day schools under agency supervision, with an average attendance of 6,008; 7 Indian training schools, with an average attendance of 1,425; and 23 other Indian schools in the States and Territories, with an average attendance of 710, all at a cost of \$837,276 to the Government, besides large amounts from friends of the red men in the States and Territories.

## MONTANA.

The report from this Territory indicates advance at every point but one; 33 more school districts, 54 more public schools (the number of such graded reaching 76), while 45 more teachers were employed at fair pay, that of women lessened, that of men increased, the average for both sexes being better than in some large States. School property was rated \$42,395 higher than in 1883-'84. With only 1,714 more school youth, there were enrolled in public schools 1,632 more pupils, which, with 90 more in private schools, a little more than covered the whole increase of persons of school age.

## NEW MEXICO.

The new school law of 1884, referred to in the last Bureau Report, shows some good fruits in 1884-'85, no full statistics coming yet from the Territory as a whole, but enough to give promise of fuller ones ere long, when the machinery of education shall be brought into better working order. It is something to have a report at all from a regular school officer (the Territorial auditor being *ex officio* superintendent), those of previous years, few and far between, having been from generous volunteers.

## UTAH.

An increase here of \$24,504 in expenditure for public schools and a still larger one in the estimated value of school property is hardly met by a corresponding advance at other points. There was indeed an addition of 1,749 school youth; but of this new material all that appears to have been utilized was 653 more such youth in the Territorial schools, the average attendance in such schools falling off by 395 from the reported number in 1883-'84, making a loss of .78 per cent. in youth enrolled and of 2.13 per cent. in average attendance.

Under the domestic mission boards of the Presbyterian, Congregational, and Methodist Episcopal Churches, 60 day schools report 7 male and 99 female teachers, and 1,769 male and 1,637 female pupils; 43 of these schools report grounds and buildings owned and valued at \$147,025, and 22 schools report apparatus valued at \$2,232.

Of the 60 mission schools thus reporting 32 are Presbyterian, 15 are Congregational, and 10 are Methodist Episcopal. All but two are doing elementary and intermediate school work; they are supported chiefly by the mission funds of their respective churches; nearly all have a nominal tuition fee, but, from the purpose of their work, do not collect much from their pupils.

From the other mission schools among the Mormons nothing definite has been received; the Protestant Episcopal Church has a good school at Salt Lake City and another at Logan; there is a flourishing Baptist school in Salt Lake City; the Roman Catholic Missions are at work in Salt Lake City and other places, but of these efforts no authentic particulars are at hand.

WASHINGTON.<sup>1</sup>

Superintendent Kerr, in charge of Territorial school affairs, reports fair progress here, 71 per cent. of the school youth going into the public schools, and 66.31 per cent. of

<sup>1</sup>The schools in Oregon and Washington Territories have had from the first a wise and faithful friend in Rev. Geo. H. Atkinson, D.D., to whom this Office is specially indebted for information.



those enrolled in these schools continuing their attendance in them, while children in private or church schools were 1,836 in number. Public school-houses numbered 71 more than in 1883-'84, pay of teachers in them was from \$2.20 to \$2.60 greater, and though total expenditure for the Territorial schools fell off a little, the total school property of the Territory was rated at \$163,742 more. The average time of schools remained as in the year before, 92 days.

## WYOMING.

A fuller report than usual comes from this Territory for 1885, and shows a satisfactory increase in public school instruction. The number of youth enrolled is said to have been 4,405, an advance of 1,034 over the enrollment in 1882-'83, while school-houses reported numbered 39 more. Other evidences of progress in educational arrangements are presented, especially a fairly generous rate of teachers' pay, and an outlay of \$13,075 for new school-houses. But the reports differ so much in plan in different counties that no complete presentation of results is possible till a uniform schedule of items to be presented shall be required of all school officers.

## EDUCATION OF THE COLORED RACE.

Table showing comparative school population and enrollment of the white and colored races in the public schools of the former slave States, with total expenditure for the same in 1884-'85.

States.	White.			Colored.			Total expenditure for both races, <i>a</i>
	School population.	Enrollment.	Percentage of the school population enrolled.	School population.	Enrollment.	Percentage of the school population enrolled.	
Alabama .....	233,901	143,037	61	186,512	90,872	49	\$538,950
Arkansas <i>b</i> .....	241,927	115,648	48	74,429	37,568	50	561,745
Delaware <i>b</i> .....	35,069	27,037	77	<i>cd</i> 5,500	4,226	77	215,161
Florida .....	<i>bd</i> 34,106	<i>d</i> 29,917	88	<i>bd</i> 32,692	<i>d</i> 32,410	99	535,984
Georgia .....	<i>e</i> 265,548	181,355	68	<i>e</i> 243,174	110,150	45	653,868
Kentucky <i>f</i> .....	493,667	250,682	51	87,655	31,832	36	<i>gl</i> 243,524
Louisiana .....	<i>h</i> 139,665	59,032	42	<i>h</i> 151,834	40,909	27	450,030
Maryland .....	<i>b</i> 226,806	143,703	63	668,409	32,690	48	1,745,258
Mississippi .....	185,026	129,647	70	259,105	149,373	58	872,320
Missouri .....	761,098	516,469	68	44,215	27,673	63	4,261,572
North Carolina .....	330,890	185,225	56	199,237	112,941	57	5535,205
South Carolina .....	<i>h</i> 94,450	78,458	83	<i>h</i> 167,829	99,565	59	6428,419
Tennessee .....	443,172	292,989	65	155,659	80,833	52	1,013,464
Texas <i>b</i> .....	231,069	<i>d</i> 148,639	64	80,065	56,160	70	<i>jl</i> 661,476
Virginia .....	345,022	194,235	56	265,249	109,108	41	1,424,532
West Virginia .....	<i>h</i> 219,548	<i>h</i> 161,665	<i>h</i> 74	<i>h</i> 8,637	<i>h</i> 4,607	<i>h</i> 53	<i>h</i> 99,331
District of Columbia .....	<i>h</i> 29,592	19,173	65	<i>h</i> 13,945	9,486	68	581,534
Total .....	4,315,556	2,676,911	.....	2,043,696	1,030,463	.....	17,227,373

*a* In Delaware, in addition to the school tax collected from colored citizens, the legislature appropriates annually \$5,000 from the State treasury for educating the colored children of the State; in Maryland, there is a biennial appropriation; in the District of Columbia, one-third of the school funds is set apart for colored public schools; in South Carolina, the school moneys are distributed in proportion to the average attendance, without regard to race; and, in the other States mentioned above, the school moneys are divided in proportion to the school population, without regard to race.

*b* In 1883-'84.

*c* Outside of Wilmington.

*d* Estimated.

*e* State school census of 1882 as corrected.

*f* In 1882-'83.

*g* For 1881; this is the latest report on expenditure which includes colored schools.

*h* United States census of 1890.

*i* As far as reported; there were also enrolled 40,096 children whose race distinctions were not reported.

*j* Actual expenditure not reported; the figure given is the sum of the State apportionment for the year and the amount paid teachers by cities and from private funds.

*k* For 1883-'84; figures of total school population and enrollment in this State for 1884-'85 are given in Table I of the Appendix, but race distinctions are not reported.

*l* Current expenses only.

# LXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

*Statistics of institutions for the instruction of the colored race for 1884-'85.*

Name.	Location.	Religious denomination.	Instructors.	Students.
<b>NORMAL SCHOOLS.</b>				
Rust Normal Institute .....	Huntsville, Ala. ....	Meth. ....	3	160
State Normal and Industrial School .....	Huntsville, Ala. ....	Non-sect. ....	4	167
Lincoln Normal University .....	Marion, Ala. ....	Non-sect. ....	11	373
Emerson Institute .....	Mobile, Ala. ....	Cong. ....	9	329
Alabama Baptist Normal and Theological School .....	Selma, Ala. ....	Bapt. ....	a8	a148
Normal department of Talladega College .....	Talladega, Ala. ....	Cong. ....	6	51
Tuskegee Normal School .....	Tuskegee, Ala. ....	Non-sect. ....	12	207
Southland College and Normal Institute* .....	Helena, Ark. ....	.....	4	311
Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark. ....	Non-sect. ....	5	150
Normal department of Atlanta University .....	Atlanta, Ga. ....	Cong. ....	b1	63
Normal department of Clark University .....	Atlanta, Ga. ....	M. E. ....	3	20
Paine Institute .....	Augusta, Ga. ....	M. E. So. ....	3	132
Haven Normal School .....	Waynesborough, Ga. ....	Meth. ....	.....	.....
Normal department of the State University .....	Louisville, Ky. ....	.....	a16	83
Normal department of New Orleans University .....	New Orleans, La. ....	M. E. ....	3	14
Normal department of Straight University .....	New Orleans, La. ....	Cong. ....	4	46
Peabody Normal School for Colored Students .....	New Orleans, La. ....	Non-sect. ....	1	10
Baltimore Normal School for Colored Teachers .....	Baltimore, Md. ....	Non-sect. ....	5	194
Centenary Biblical Institute, normal department .....	Baltimore, Md. ....	M. E. ....	a8	147
Normal department of Rust University* .....	Holly Springs, Miss. ....	M. E. ....	a8	106
Jackson College .....	Jackson, Miss. ....	Bapt. ....	a5	170
Tougaloo University .....	Tougaloo, Miss. ....	Cong. ....	14	85
Lincoln Institute* .....	Jefferson, Mo. ....	Non-sect. ....	7	217
State Colored Normal School .....	Fayetteville, N. C. ....	Non-sect. ....	3	127
State Colored Normal School (Albion Academy) .....	Franklinton, N. C. ....	Non-sect. ....	8	138
Whitin Normal School* .....	Lumberton, N. C. ....	.....	2	76
New Berne State Normal School* .....	New Berne, N. C. ....	Non-sect. ....	6	140
Plymouth State Colored Normal School .....	Plymouth, N. C. ....	Non-sect. ....	5	104
St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C. ....	P. E. ....	7	130
Shaw University* .....	Raleigh, N. C. ....	Bapt. ....	8	330
Normal department of Zion Wesley College .....	Salisbury, N. C. ....	Af. M. E. Z. ....	.....	41
State Colored Normal School* .....	Salisbury, N. C. ....	Non-sect. ....	2	123
Gregory Institute .....	Wilmington, N. C. ....	Cong. ....	a8	3
Wilberforce University, normal department .....	Wilberforce, Ohio. ....	M. E. ....	b1	.....
Institute for Colored Youth .....	Philadelphia, Pa. ....	Friends .....	.....	.....
Scholfield Normal and Industrial School .....	Aiken, S. C. ....	.....	8	90
Avery Normal Institute* .....	Charleston, S. C. ....	Cong. ....	11	355
Brainerd Institute .....	Chester, S. C. ....	Presb. ....	5	129
Normal department of Allen University .....	Columbia, S. C. ....	Af. M. E. ....	9	275
Normal School of Claflin University .....	Orangeburg, S. C. ....	M. E. ....	5	165
Fairfield Normal Institute .....	Winnsborough, S. C. ....	Presb. ....	5	70
The Warner Institute .....	Jonesborough, Tenn. ....	Friends .....	.....	.....
Knoxville College .....	Knoxville, Tenn. ....	Presb. ....	13	52
Freedmen's Normal Institute* .....	Maryville, Tenn. ....	Friends .....	17	159
Le Moyne Normal Institute .....	Memphis, Tenn. ....	Cong. ....	10	118
Morristown Seminary and Normal Institute .....	Morristown, Tenn. ....	M. E. ....	7	172

\* From Report of the Commissioner of Education for 1883-'84.

a For all departments.

b Assisted by the college faculty.



Statistics of institutions for the instruction of the colored race for 1884-'85—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS—Continued.				
Central Tennessee College, normal department...	Nashville, Tenn.....	M. E.....	4	240
Normal department of Fisk University.....	Nashville, Tenn.....	Cong.....	8	26
Normal department of Roger Williams University.*	Nashville, Tenn.....	Bapt.....	11	230
Tillotson Collegiate and Normal Institute.....	Austin, Tex.....	Cong.....	12	132
Hampton Normal and Agricultural Institute.....	Hampton, Va.....	Cong.....	a16	a659
St. Stephen's Normal School*.....	Petersburg, Va.....	P. E.....	7	275
Virginia Normal and Collegiate Institute.....	Petersburg, Va.....	Non-sect..	6	123
Colored High and Normal School.....	Richmond, Va.....	Non-sect..	12	300
Storer College.....	Harper's Ferry, Va.....	Non-sect..	7	199
Miner Normal School.....	Washington, D. C.....	Non-sect..	1	16
Normal department of Howard University*.....	Washington, D. C.....	Non-sect..	5	153
Normal department of Wayland Seminary.....	Washington, D. C.....	Bapt.....	6	115
Total.....			405	8,390
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity Normal School*.....	Athens, Ala.....	Cong.....	4	150
Dadeville Seminary.....	Dadeville, Ala.....	M. E.....	2	170
Lowery's Industrial Academy*.....	Huntsville, Ala.....	Christian.	5	135
Talladega College.....	Talladega, Ala.....	Cong.....	16	385
Forest City School.....	Forest City, Ark.....			
Cookman Institute.....	Jacksonville, Fla.....	M. E.....	6	232
Florida Institute.....	Live Oak, Fla.....	Bapt.....	5	134
Atlanta Baptist Seminary*.....	Atlanta, Ga.....	Bapt.....	4	145
Spellman Seminary for Girls and Women.....	Atlanta, Ga.....	Bapt.....	17	626
Storrs School.....	Atlanta, Ga.....	Cong.....	10	533
The African Methodist Episcopal High School*...	Cartersville, Ga.....	M. E.....	3	104
Howard Normal School.....	Cuthbert, Ga.....	Non-sect..	2	121
La Grange Seminary*.....	La Grange, Ga.....	M. E.....	3	143
Lewis Normal Institute.....	Macon, Ga.....	Cong.....	7	297
Beach Institute.....	Savannah, Ga.....	Cong.....	7	305
Freedmen's Academy of Kansas.....	Dunlap, Kans.....	Ass.Presb.	6	135
State University.....	Louisville, Ky.....	Bapt.....	12	201
Gilbert Seminary.....	Baldwin, La.....	M. E.....	4	296
St. James Academy and Industrial Seminary*.....	New Orleans, La. (35 Derbigny st.).	A. M. E....	3	82
St. Joseph's Day and Boarding Academy for Young Ladies of Color.	Opelousas, La.....			
St. Francis Academy.....	Baltimore, Md.....			
Southern Christian Institute.....	Edwards, Miss.....	Christian..	5	310
Meridian Academy.....	Meridian, Miss.....	M. E.....	3	143
Scotia Seminary.....	Concord, N. C.....	Presb.....	15	230
Bennett Seminary.....	Greensborough, N. C.....	M. E.....	5	160
Yadkin Academy.....	Mebanesville, N. C.....	Presb.....	3	121
Washington School*.....	Raleigh, N. C.....		5	379
Albany Enterprise Academy*.....	Albany, Ohio.....	Non-sect..	3	58
Polytechnic and Industrial Institute*.....	Bluffton, S. C.....	Non-sect..	10	357

\* From Report of the Commissioner of Education for 1883-'84.

a For all departments.

*Statistics of institutions for the instruction of the colored race for 1884-'85—Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION— Continued.				
Wallingford Academy.....	Charleston, S. C.....	Presb.....	7	666
Benedict Institute .....	Columbia, S. C.....	Bapt.....	7	202
Penn School.....	Frogmore, S. C.....	Non-sect..	10	223
Brewer Normal School.....	Greenwood, S. C.....	Cong.....	2	110
John F. Slater Training School.....	Knoxville, Tenn.....		3	384
West Tennessee Seminary.....	Mason, Tenn.....	Meth.....	3	114
New Hope Academy*.....	Alto, Tex.....		5	65
Jones Male and Female Institute.....	Goliad, Tex.....			
Hearne Academy.....	Hearne, Tex.....	Bapt.....	3	88
Bishop College.....	Marshall, Tex.....	Bapt.....	7	256
Wiley University.....	Marshall, Tex.....	M. E.....	6	182
Paris School.....	Paris, Tex.....	M. E.....		
School of the Bluestone Mission.....	Abbyville, Va.....	U. Presb..	4	250
Thyne Institute.....	Chase City, Va.....	U. Presb..	4	241
Norfolk Mission College.....	Norfolk, Va.....	U. Presb..	8	986
Hartshorn Memorial College.....	Richmond, Va.....	Bapt.....	6	70
Richmond Institute.....	Richmond, Va.....	Bapt.....	6	61
Indian University.....	Muskogee, Ind. Ter.....	Bapt.....	6	109
<b>Total.....</b>			<b>232</b>	<b>9,994</b>
UNIVERSITIES AND COLLEGES.				
Philander Smith College.....	Little Rock, Ark.....	M. E.....	7	216
Atlanta University.....	Atlanta, Ga.....	Non-sect..	6	56
Clark University.....	Atlanta, Ga.....	M. E.....	5	25
Berea College a.....	Berea, Ky.....	Non-sect..	16	312
Leland University.....	New Orleans, La.....	Bapt.....	11	6265
New Orleans University.....	New Orleans, La.....	M. E.....	19	190
Southern University.....	New Orleans, La.....	Non-sect..	6	6260
Straight University.....	New Orleans, La.....	Cong.....	8	156
Rust University.....	Holly Springs, Miss.....	M. E.....	8	304
Alcorn Agricultural and Mechanical College.....	Rodney, Miss.....	Non-sect..	5	211
Biddle University.....	Charlotte, N. C.....	Presb.....	8	179
Shaw University*.....	Raleigh, N. C.....	Bapt.....	16	106
Zion Wesley College.....	Salisbury, N. C.....	Af. M. E..	16	119
Wilberforce University.....	Wilberforce, Ohio.....	Af. M. E..	10	108
Lincoln University.....	Lincoln University, Pa...	Non-sect..	14	202
Allen University*.....	Columbia, S. C.....	Af. M. E..	15	58
Clafin University and College of Agriculture.....	Orangeburg, S. C.....	M. E.....	10	405
Central Tennessee College.....	Nashville, Tenn.....	M. E.....	5	38
Fisk University.....	Nashville, Tenn.....	Cong.....	19	295
Roger Williams University.....	Nashville, Tenn.....	Bapt.....	11	228
Hampton Normal and Agricultural Institute. ....	Hampton, Va.....	Cong.....	(c)	(c)
Howard University a.....	Washington, D. C.....	Non-sect..	7	66
<b>Total.....</b>			<b>222</b>	<b>3,799</b>

\*From Report of the Commissioner of Education for 1883-'84.

a This institution is open to both races, and the figures given are known to include some whites.

b Total for all departments.

c Reported with normal schools.

*Statistics of institutions for the instruction of the colored race for 1884-'85—Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
<b>SCHOOLS OF THEOLOGY.</b>				
Alabama Baptist Normal and Theological School.	Selma, Ala.....	Bapt.....	a8	a148
Theological department of Talladega College*....	Talladega, Ala.....	Cong.....	1	10
Institute for Training Colored Ministers*.....	Tuscaloosa, Ala.....	O. S. P. So..	3	30
Atlanta Baptist Seminary.....	Atlanta, Ga.....	Bapt.....	3	137
Gammon School of Theology (Clark University).	Atlanta, Ga.....	M. E.....	6	32
Paine Institute.....	Augusta, Ga.....	M. E. So..	3	146
Theological department of State University.....	Louisville, Ky.....	Bapt.....	1	18
Gilbert Haven School of Theology (New Orleans University).	New Orleans, La.....	M. E.....	8	20
Theological department of Leland University....	New Orleans, La.....	Bapt..	3	634
Theological department of Straight University*..	New Orleans, La.....	Cong.....	1	20
Centenary Biblical Institute .....	Baltimore, Md.....	M. E.....	8	20
Jackson College.....	Jackson, Miss.....	Bapt.....	a5	12
Theological department of Biddle University.....	Charlotte, N. C.....	Presb.....	2	8
Theological department of St. Augustine's Normal School.	Raleigh, N. C.....	P. E.....	3	9
Theological department of Shaw University.....	Raleigh, N. C.....	Bapt.....		40
Theological department of Zion Wesley College.	Salisbury, N. C.....	Af. M. E..	4	
Theological Seminary of Wilberforce University.	Wilberforce, Ohio.....	Af. M. E..		5
Theological department of Lincoln University*..	Lincoln University, Pa...	Presb.....	5	20
Benedict Institute.....	Columbia, S. C.....	Bapt.....	6	
Theological department of Allen University.....	Columbia, S. C.....	Af. M. E..	c2	
Baker Theological Institute (Claflin University)*..	Orangeburg, S. C.....	M. E.....		20
Theological course in Fisk University.....	Nashville, Tenn.....	Cong.....	1	0
Theological department of Central Tennessee College.	Nashville, Tenn.....	M. E.....	3	33
Theological department of Roger Williams University.	Nashville, Tenn.....	Bapt.....	2	35.
Theological department of Bishop College.....	Marshall, Tex.....	Bapt.....	6	8
Richmond Institute.....	Richmond, Va.....	Bapt.....	5	71
Theological department of Howard University...	Washington, D. C.....	Non-sect..	4	50
Wayland Seminary.....	Washington, D. C.....	Bapt.....	2	24
Total.....			95	950
<b>SCHOOLS OF LAW.</b>				
Law department of Straight University* .....	New Orleans, La.....		5	55
Law department of Allen University*.....	Columbia, S. C.....		2	5
Law department of Central Tennessee College...	Nashville, Tenn.....		4	6
Law department of Howard University.....	Washington, D. C.....		5	30
Total .....			16	96
<b>SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.</b>				
Leonard Medical School (Shaw University)*.....	Raleigh, N. C.....		5	21
Meharry medical department of Central Tennessee College.	Nashville, Tenn.....		7	38
Howard University :				
Medical department .....	Washington, D. C.....			86
Pharmaceutical class .....	do.....		12	4
Dental class .....	do.....			2
Total .....			24	151

\* From Report of the Commissioner of Education for 1883-'84.

a Total for all departments.

b In the special course for pastors.

c For 1883-'84.



*Statistics of institutions for the instruction of the colored race for 1884-'85—Continued.*

Name.	Location.	Religious denomination.	Instructors.	Students.
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Georgia Institution for the Deaf and Dumb (colored department).	Cave Spring, Ga.....		a6	31
Georgia Academy for the Blind (colored department).	Macon, Ga.....			
Kentucky Institution for Deaf-Mutes (colored department).	Danville, Ky.....			
Maryland School for Colored Blind and Deaf-Mutes.	Baltimore, Md.....		6	39
Mississippi Institution for the Education of the Deaf and Dumb (colored department).	Jackson, Miss.....		a5	*16
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C.....			
South Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Cedar Spring, S. C.....			5
Tennessee School for the Deaf and Dumb (colored department).	Knoxville, Tenn.....		a7	17
Tennessee School for the Blind (colored department).	Nashville, Tenn.....		2	612
Total.....			26	120

\* From Report of the Commissioner of Education for 1883-'84.

a For both white and colored departments.

b Number in attendance during two years ending January, 1885.

Summary of statistics of institutions for the instruction of the colored race for 1884-'85.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrollment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	186,512	90,872	7	53	1,444	4	27	820
Arkansas.....	74,429	37,568	2	9	461	1	.....	.....
Delaware.....	5,500	4,226	.....	.....	.....	.....	.....	.....
Florida.....	32,692	32,410	.....	.....	.....	2	11	416
Georgia.....	243,174	110,150	4	7	215	8	53	2,279
Kansas.....	.....	.....	.....	.....	.....	1	6	135
Kentucky.....	87,655	31,832	1	16	83	1	12	201
Louisiana.....	151,384	40,909	3	8	70	3	7	373
Maryland.....	68,409	32,690	2	13	341	1	.....	.....
Mississippi.....	259,105	149,373	3	27	361	2	8	433
Missouri.....	44,215	27,673	1	7	217	.....	.....	.....
North Carolina.....	199,237	112,941	10	49	1,214	4	28	850
Ohio.....	.....	.....	1	1	.....	1	8	53
Pennsylvania.....	.....	.....	1	.....	.....	.....	.....	.....
South Carolina.....	167,829	99,565	6	43	1,024	5	36	1,553
Tennessee.....	155,659	80,883	8	70	988	2	6	498
Texas.....	80,065	56,160	1	12	132	6	21	591
Virginia.....	265,249	109,108	5	78	1,556	5	28	1,608
West Virginia.....	8,637	4,607	.....	.....	.....	.....	.....	.....
District of Columbia.....	13,945	9,486	3	12	234	.....	.....	.....
Indian Territory.....	.....	.....	.....	.....	.....	1	6	109
Total.....	2,043,696	1,080,463	53	405	8,390	47	252	9,994

States and Territories.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama.....	.....	.....	.....	3	12	183	.....	.....	.....
Arkansas.....	1	7	216	.....	.....	.....	.....	.....	.....
Georgia.....	2	11	81	3	12	315	.....	.....	.....
Kentucky.....	1	16	312	1	1	18	.....	.....	.....
Louisiana.....	4	44	871	3	12	74	1	5	55
Maryland.....	.....	.....	.....	1	8	20	.....	.....	.....
Mississippi.....	2	13	515	1	5	12	.....	.....	.....
North Carolina.....	3	40	404	4	9	57	.....	.....	.....
Ohio.....	1	10	108	1	.....	5	.....	.....	.....
Pennsylvania.....	1	14	202	1	5	20	.....	.....	.....
South Carolina.....	2	25	463	3	8	20	1	2	5
Tennessee.....	3	35	561	3	6	63	1	4	6
Texas.....	.....	.....	.....	1	6	8	.....	.....	.....
Virginia.....	1	.....	.....	1	5	71	.....	.....	.....
District of Columbia.....	1	7	66	2	6	74	1	5	30
Total.....	22	222	3,799	23	95	950	4	16	96

*Summary of statistics of institutions for the instruction of the colored race, &c.—Continued.*

States and Territories.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Georgia.....				2	6	31
Kentucky.....				1		
Maryland.....				1	6	39
Mississippi.....				1	5	16
North Carolina.....	1	5	21	1		
South Carolina.....				1		5
Tennessee.....	1	7	33	2	9	29
District of Columbia.....	1	12	92			
Total.....	3	24	151	9	26	120

*Table showing the number of schools for the colored race and enrollment in them by institutions, without reference to States.*

Class of institutions.	Schools.	Enrollment.
Public schools.....	a19,051	a1,030,463
Normal schools.....	58	8,390
Institutions for secondary instruction.....	47	9,994
Universities and colleges.....	22	3,799
Schools of theology.....	23	950
Schools of law.....	4	96
Schools of medicine.....	3	151
Schools for the deaf and dumb and the blind.....	9	120
Total.....	19,222	1,053,963

a There should be added the 661 schools in free States, having an enrollment of 56,142, making total number of colored public schools 19,712 and total enrollment in them 1,086,605. This makes the total number of schools, as far as reported, 19,883, and total number of colored race under instruction in them 1,110,105. The figures for the colored public schools of free States are from the United States census of 1880.

As compared with the corresponding table for 1883-'84 the above table shows some signs of progress.

The census of school youth for the current year is reported from 6 States, and in all but one of these the increase in school enrollment is greater than the increase in school population. Virginia appears as an exception, probably for the reason that the school population reported in 1883-'84 was that given in the United States census of 1880; whereas since the publication of my last Report the State census has been taken, so that the present Report shows the school population up to date. The total white and colored school population, according to the State census, is 610,271, as against 555,807 in 1880, and the total enrollment in white and colored schools is 303,343, as against 220,736 in 1880. This gives an increase of 9½ per cent. in the school population since 1880, and of 37 per cent. in the school enrollment.

The expenditure for schools has increased in all the States from which the item is reported for the year. Of even more importance is the fact that in eight of the sixteen States of the table the local school tax has increased, the total increase being \$705,148.



In Delaware the total of the local tax is the same as last year; the local tax in Georgia is not reported apart from the State tax; and for the remaining six States no comparison can be made, on account of their failing to report the local tax, either for the present or for the previous year. The progress indicated by these statistics is confirmed by the reports of school officers, by the agents of the Peabody and Slater Funds, and by the statements of many teachers and professors.

In the cities and larger villages graded schools are rapidly replacing the ungraded, school-houses are multiplying, and the work of normal schools is increasing. It would, however, be wrong to infer that the improvement affects all localities, or that it has placed the southern States on an equality with the northern States as regards provision for the instruction and enlightenment of the entire population. While recognizing what has been accomplished, it is of the utmost importance that we should keep in mind the deficiency of provision that has yet to be overcome. Complaint is still heard of opposition to the school tax in many localities, and even where the tax is promptly collected the funds are not equal to the necessities of the case.

According to Hon. S. M. Finger, State superintendent of North Carolina, 1,500 districts of that State are destitute of school-houses. One county commissioner of South Carolina reports the closing of schools during the year to save money for building, and the same thing has been done elsewhere.

Hon. R. R. Fair, superintendent of education for Virginia, states that 1,095 schools are still needed to give to all the children of his State equal school facilities.

In many districts the school fund is not sufficient to maintain schools for more than two months. Under these circumstances the white people often manage to prolong their schools by voluntary contributions; this the colored people are unable to do, and unless missionary societies or some other charitable organizations come to their help, their children are turned adrift for nine or ten months, to forget amid ignorant parents and companions the little they have managed to learn in the brief school term. It is obvious that the short duration of the school year in the South greatly increases the disadvantages under which education is pursued in that section. The average length of the public school year in Alabama, Florida, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia, is 98.5 days; in 25 northern and western States which report the item, the average length is 145.9; in other words, the children in the former States for whom accommodation is provided have only two-thirds as much schooling per annum as those in the latter States.

#### TEACHERS FOR COLORED SCHOOLS.

The South also suffers particularly from the want of qualified teachers in the elementary schools. In his report to the trustees of the Slater Fund, Doctor Haygood, the general agent, writes as follows:

Many of the teachers in the colored public schools are pitifully incompetent—the statement need not be qualified by the word “colored”, if we were considering the whole case of the public schools in the southern States. Many of them lack not only scholarship and training, but moral character. As a rule, there is good reason to believe that they do the best they can; not a few of them do admirably well; some do their work so efficiently and usefully as to justify the belief that the colored people are capable of furnishing fit material for making teachers of the most approved quality. The defects of these colored teachers are so great as to create an urgent necessity for training better ones; their excellences and their successes are sufficient to justify the best hopes of success in the effort, and to vindicate the judgment of those who make large investments of money and service to give to colored students opportunity for thoroughly preparing themselves for the work of teaching the children of their people.

As I have before stated, the provision for training teachers continually increases, but it is far below the requirement, and only a small proportion of the well-trained teachers go into the rural districts, which, with their short terms, miserable school-houses, and utter lack of appliances, offer no inducement to competent teachers. While both races are af-

fectured by these drawbacks, it is the colored people whose welfare is most seriously threatened. In my judgment there is no graver problem before us than the adequate and appropriate training of these people, who after years of servitude were suddenly invested with the rights and duties of citizenship. They require a training specially adapted to their wants, a training in which the moral and industrial aptitudes shall receive equal attention with the intellectual. These conditions are well understood; the methods, the subjects of instruction, the material appliances required for the development of the colored population of the South, have been fully considered, and I am satisfied that if the means were forthcoming the work would go rapidly forward to satisfactory results.

#### ILLITERACY IN THE SOUTH.

The fact of steady progress in the educational system of the South has given rise to the belief in many quarters that the deficiency in the means of public education which existed in that section at the close of the civil war has been very nearly overcome, and that the States in question are amply able to rid themselves of the evils of illiteracy, which made such an alarming showing in the census of 1880.

On account of this erroneous impression, which some find it for their interest to foster, it is to be regretted that we have not from all of the southern States more recent statistics than those of 1880, setting forth the various conditions by which literacy and illiteracy are determined. In accordance with the law of Virginia, during the months of June and July, 1885, a census was taken in that State of all persons residing within the school districts between the ages of five and twenty-one years. This census enables us to form the following comparisons with the showings of the United States census of 1880:

##### *Census of 1880.*

Population 10 to 20, both inclusive: White, 205,360; unable to write, 43,688; percentage, 21. Colored, 160,338; unable to write, 101,320; percentage, 63.

##### *Census of 1885.*

Population 10 to 20, both inclusive: White, 212,524; unable to read, 26,374; percentage, 12. Colored, 135,975; unable to read, 55,368; percentage, 40.

##### *Census of 1885.*

Population 7 to 15 years of age: White, 189,382; unable to write, 72,492; percentage, 38. Colored, 145,663; unable to write, 98,132; percentage, 67.

Of the white population between 7 and 15 years of age who cannot write, 29,846, or 15.7 per cent., are between 10 and 15 years of age, and of the colored population, 50,705, or 34.8 per cent. The State census of 1885 does not give precisely the same data as the United States census—inability to write having been made in the former the test for persons between 7 and 15 years, and in the latter for those between 10 and 20. It cannot, however, escape notice that the proportion of illiterates between 7 and 15 years of age in 1885 is greater than the proportion between 10 and 20 in 1880; also that the number of colored illiterates between 10 and 15 years in 1885 bears to the colored population between 7 and 15 a larger ratio than that of the colored illiterates between 10 and 20 years of age to the colored population between those years in 1880. The corresponding comparison for the whites indicates a slightly more favorable condition in 1885. With respect to this census Hon. R. R. Farr, the State superintendent, says:

The percentage of illiteracy of each class and sex is given, and affords a curious study, and admonishes us that it will take a steady and persistent fight to meet and overcome the army of illiterates which is embraced within the school period, to say nothing about those who are under the prescribed age, and who will soon require school facilities. We know of no way to generally remove the illiteracy of our adult population; as a rule, that will stand as a canker in the body-politic—a source of much danger and of inestimable loss to the State. But there is every reason why the *State* and *Nation* should remove the illiteracy from our young generation by furnishing ample school facilities for all the different classes and conditions of the present and future school population, and then, by some practicable method, *compel* them to acquire at least the rudiments of a



common education. The safety and progress of the State and Nation demand this, to say nothing of humanity and religion. It is not remarkable that the percentage of illiteracy of the colored school population is so much greater than that of the white. The one is the offspring of an ancestry of illiteracy, and consequently without any opportunity of home training; the other, the descendants of an intelligent and refined people, surrounded by all those home influences which are such potent factors in the education and elevation of a people. It may be safely assumed, as a rule, that all the education, be it ever so little, that is possessed by the colored school population, has been derived from one class or another of public education; and when we remember that in this State they have only had the advantage of some fifteen years' school facilities, their progress is wonderful, deserving of the highest praise, and shows conclusively that they have the capacity to acquire an education, and that all they need is fair school facilities to enable them soon to remove the burden of their illiteracy from the body-politic.

It should be remembered in this connection that Virginia is one of the most favored of the States included in the table before us. In density of population it is surpassed by two of those States only; in the amount of taxable property by four; and in the amount of school income by two. The school system has been administered by superintendents of great energy, and the teaching force includes an unusually large proportion of qualified teachers, from all of which it may be inferred that Virginia is making as rapid progress in the struggle against illiteracy as any one of the southern States.

The summary of all public schools, normal schools, secondary schools, colleges, etc., for the instruction of the colored race, gives a total of 19,222 schools and 1,053,963 pupils. As compared with 1883-'84 this is an increase of 1,455 schools and 27,844 pupils, and as compared with 1877, the first year for which the summary was given, it is an increase of 8,343 institutions and 473,946 pupils. This seems the more remarkable when it is considered that the greater part of the work of secondary, superior, and professional education here represented is the result of denominational or of private zeal and benevolence.

The aims and operations of the secondary and superior institutions included in this summary show on the part of their founders a clear and comprehensive understanding of the needs of the colored people, whose future destiny is to be largely determined by their influence. Even before the close of the civil war, attention was turned to the necessity of provision for the training of colored teachers and preachers to be leaders of their people. Provision for other professional training followed.

Industrial training in its simpler forms was a feature of the earliest schools for the colored people, but its supreme importance as a means of their development is of recent recognition.

The great success achieved by the Hampton Normal and Agricultural Institute of Virginia, under the wise efforts of Gen. S. C. Armstrong, is undoubtedly due in large measure to the able management of the industrial department and the special attention given to training for the conduct of the practical affairs of life.

So important do I consider the industrial part of the educational work among the colored people, especially since the tendency of some trades-unions to exclude colored citizens from industrial training and employment has become manifest, that I would urgently recommend all persons and organizations, State, local, or corporate, having colored instruction in charge, to promote industrial training by every means, both as a substitute for the trade-apprenticeship when it is denied them, and as the most effective means of preparing the working people of the South for the new and remunerative occupations which must inevitably diversify and round out the social requirements and industrial development of the future of that region.

#### INDUSTRIAL INSTRUCTION IN SOME COLLEGES FOR COLORED YOUTH.

As an illustration of what denominational efforts may do in this direction, I append the following statements from two colored seminaries engaged in this industrial instruction:

*Clark University, Atlanta, Ga.*

The industrial school of Clark University, Atlanta, Ga., consists of eight departments: 1, carpentry; 2, wheelwright and body-making; 3, blacksmithing; 4, painting; 5, print-



ing; 6, harness-making; 7, housekeeping; 8, sewing and dress-making. The aim is twofold: to secure education through the training of the hands, and to teach the trades. The carpentry department has been in operation five years, the sewing and housekeeping two, and the others are just entering on their second year. The work accomplished can best be seen by taking each department separately.

The carpenter shop, a two-story building, contains a four-horse-power Baxter engine, three saws, a planer, and two lathes. The young men have erected eight frame dwellings on the college grounds and other buildings outside. Tables, book-cases, and other articles of furniture are made, and all repairs done by them.

The carriage shop, including the distinct departments of body-making, blacksmithing, and painting, is constantly engaged with work. Several fine buggies and carriages have been completed, and a large number of wagons and drays. Orders from manufacturers and private parties keep us fully employed. A light buggy and a fine express wagon attracted much attention at the New Orleans Exposition.

The harness shop has already completed several fine sets of harness, and has large orders ahead.

The printing office publishes an eight-page paper every fortnight, issues the annual catalogue of the university, and does a large amount of job printing for the college and other parties.

The model home is a neat cottage, where a class of girls make their home with a matron and learn the art of housekeeping. All the young ladies are required to take plain and fancy sewing, and the most expert are taken into the dress-making department. Much work is done for the students and for other parties.

In all these departments a large number of students are enabled to earn considerable on their school expenses. Each of the departments has already attained near enough to self-support to demonstrate that entire success in this line can be reached. Several of the students have already discovered that wages are higher and more certain in the pursuit of a good trade than at school teaching.

#### Central Tennessee College.

The industrial department of the Central Tennessee College consists of (1) a girls' department having 3 instructors, and (2) a male department with 2 instructors.

The young women have had instruction in mending, darning, patching, plain sewing, fancy work with needle, machine sewing, and cutting and making their own and others' garments. Some of the young women wore dresses at the last commencement cut and made by themselves. A building is nearly completed for industrial work for the young women. When this is occupied housekeeping, laundry-work, preparation of food for the sick, etc., will be added to this department.

The young men have at present but two kinds of mechanical work, carpentering and printing. They have made wardrobes, tables, book-cases, wash-stands, and many smaller articles; have built with the aid of the teacher two large buildings—a shop and industrial building—and done much work on smaller buildings and repairing. The instruction is given by an experienced workman, who constantly exercises an oversight of the workers.

The printing is done on two small hand-presses; two monthly papers are printed—the *Palladium* and the *Central Tennessee College Record*. Programmes, circulars, cards, handbills, and general jobs are done. The instruction is given by a practical printer. The pay for instruction and the financial support of this department is mainly derived from the Slater Fund.

The number engaged during the year was about 25 in the carpenter shop, and about 20 in the printing office. The department has no endowment.

Thus far the work has been purely voluntary. Some small amount has been allowed as aid in compensation for their work out of the Slater Fund. To help them who help themselves is the principle on which aid has been given.

The buildings are two frames, costing between twelve and fifteen hundred dollars, built by the students and teacher of the department. The young men work an hour a day. The girls meet for sewing once a week or once in two weeks. The need of the department is for more room and more means to equip it with instruction and apparatus.

## PEABODY FUND.

*Table showing the amount and disposition of the sums disbursed from the Peabody Fund from 1868 to 1885, inclusive.*

	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Virginia.....	\$4,750	\$12,700	\$10,300	\$15,950	\$29,700	\$36,700	\$31,750	\$23,350	\$17,800	\$18,250
North Carolina.....	2,700	6,350	7,650	8,750	8,250	9,750	14,300	16,900	8,050	4,900
South Carolina.....	3,550	7,800	3,050	2,500	500	1,500	200	100	4,150	4,300
Georgia.....	8,562	9,000	6,000	3,800	6,000	13,750	6,500	9,750	3,700	4,000
Florida.....		1,850	6,950	6,550	6,200	7,700	9,900	1,800	1,000	6,500
Alabama.....	1,000	5,700	5,950	5,800	9,900	6,000	9,700	2,200	5,500	3,700
Mississippi.....	1,838	9,000	5,600	3,250	4,550	6,800	6,700	5,400	9,950	5,990
Louisiana.....	8,700	10,500	5,000	12,400	11,500		2,750	1,000	2,000	2,000
Texas.....			1,000				1,000	1,350	4,450	10,800
Arkansas.....		4,300	11,050	9,200	12,250	11,400	3,600	1,500	1,000	6,300
Tennessee.....	4,800	11,900	15,050	22,650	23,250	27,800	33,100	27,150	10,100	15,850
West Virginia.....		10,900	13,000	9,150	17,900	15,750	15,100	10,500	8,600	6,810
Total.....	35,400	90,000	80,600	100,000	120,000	137,150	134,600	101,000	76,300	89,400

	1873.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	Total.
Virginia.....	\$15,350	\$9,850	\$6,800	\$5,150	\$3,234	\$4,125	\$6,200	\$6,775	\$258,734
North Carolina.....	4,500	6,700	3,050	4,125	6,485	8,350	6,075	5,430	132,315
South Carolina.....	3,600	4,250	2,700	4,050	5,375	4,225	4,400	5,000	61,250
Georgia.....	6,000	6,500	5,800	5,300	8,590	5,900	4,900	4,175	118,227
Florida.....	3,900	3,000	2,600	2,000	3,725	2,925	2,100	2,375	71,075
Alabama.....	1,100	3,600	1,200	1,800	5,075	5,775	5,000	5,800	84,300
Mississippi.....	600	4,000	4,200	3,950	4,275	4,400	3,650	2,250	85,903
Louisiana.....	8,000	7,650	4,200	1,700	5,900	2,125	2,645	1,800	89,870
Texas.....	8,550	7,700	27,500	10,800	17,500	13,600	5,750	7,150	117,150
Arkansas.....	6,000	5,600	7,200	4,000	5,075	4,050	2,950	3,100	98,575
Tennessee.....	14,600	12,000	10,900	5,500	12,800	12,600	13,475	11,850	255,375
West Virginia.....	5,050	4,000	2,000	2,000	2,300	3,100	2,850	2,500	131,510
Total.....	77,250	74,850	78,150	50,375	80,334	71,175	59,995	57,705	1,534,234

The twenty-fourth meeting of the trustees of the Peabody Fund was held in New York, October 7, 1885. In his address on that occasion Mr. Winthrop, the chairman, alluded in appropriate terms to the death of Samuel Wetmore and of General Grant, two of the sixteen original members of the board. Mr. Winthrop also suggested that in view of the unexpected resignation of the general agent, Dr. J. L. M. Curry, to accept the appointment of minister to Spain, the board consider whether it might not be best that, for the present at least, the trust should be administered without the service of a general agent. Referring to the able manner in which Doctor Curry has conducted the work, Mr. Winthrop said:

Most happily for this emergency he has so arranged and organized our work and so mapped out all its details for at least a year to come, and everything has become so systematized and simplified under his auspices, that we may not need the full measure of service which has thus far been required, and the salary which he has so richly earned may serve for a time to increase our restricted resources for general educational purposes. The machinery which he has constructed and set in motion will, I am assured, carry our work along in its accustomed grooves, with no danger of its running off the track or stopping short of its destined terminus. While Doctor Curry has thus made it hard for us to part with him, he has made it easier for us to do without him. In my own best judgment the correspondence of the board may safely be left for the present to our worthy secretary, Doctor Green, under the supervision of the chairman and executive committee, with authority for him to sign checks and certificates in place of any general agent.

From the report of the general agent we learn that since the preceding meeting of the board he has addressed the legislatures of North Carolina, South Carolina, Florida, Alabama, Arkansas, and Tennessee. He notes the improvement in the material resources of the South, which while more decided in particular localities and in some branches of industry than in others, may yet be said to characterize the entire section. This improvement is accompanied by a more general interest in the cause of popular education, and by an increased disposition to appropriate money for its support. Gratifying as is this progress, it is not in the judgment of Doctor Curry a reason for ceasing the appeal for national aid, with reference to which he says in his report:

The needs of the South, and especially of the freedmen and their descendants, give increased emphasis and weight to the arguments which the trustees, through committee, chairman, and individual members, have urged in behalf of national aid for the removal or prevention of illiteracy. The failure of the House to pass the Senate bill at the last session of Congress is ascribable not so much to hostility to the measure—for a majority was unquestionably favorable to such legislation—as to other causes, which need not be mentioned in this paper. It is to be hoped that what the chairman characterized as “this greatest of our national needs and obligations” will receive prompt and favorable action when Congress shall assemble.

The policy of concentrating the appropriations from the fund upon the training of teachers has been maintained, and the general agent, by correspondence and public addresses, as well as by the directive and stimulating use of the income, has sought to secure the establishment of normal schools in all the States. The detailed report of the distribution of the income for the year ending October 1, 1884, shows that out of a total of \$57,705, the amount expended for normal schools, teachers' institutes, and Nashville scholarships was \$52,305, the balance, \$5,400, having been expended upon public schools.

## JOHN F. SLATER FUND.

*Table showing the amount and disposition of the sums disbursed from the John F. Slater Fund from 1883 to 1885, inclusive.*

	1883.	1884.	1885.	Total.
Alabama.....	\$2,100	\$2,450	\$5,000	\$9,550
Georgia.....	6,200	500	6,814	13,514
Kentucky.....		1,000	1,000	2,000
Louisiana.....		502	1,400	1,902
Mississippi.....	1,000	2,600	2,600	5,600
North Carolina.....	2,000	740	4,400	7,140
South Carolina.....	2,000	750	3,500	6,250
Tennessee.....	950	4,825	7,600	12,875
Texas.....		600	600	1,200
Virginia.....	2,000	2,000	3,000	7,000
District of Columbia.....		1,000	1,000	2,000
Special.....		550	450	1,000
Total.....	16,250	17,107	36,764	70,121

The disbursements from the John F. Slater Fund in 1885 amounted to \$36,764, or more than double the total for 1884.

In accordance with a resolution passed October 3, 1884, Dr. A. G. Haygood, the general agent of the fund, has devoted his entire time to the work since January 1, 1885.

The policy adopted by the trustees of giving special attention to the fostering of manual training for the freedmen has been steadily maintained. At a meeting of the trustees held January 17, 1885, the secretary, Daniel C. Gilman, I.L.D., submitted a statement embodying the following among other suggestions:

The subject of manual training in connection with mental discipline is so important, so specific, and so difficult, that it requires very careful attention. A great amount of



experience has been acquired upon this subject in different cities of this country and abroad, which ought to be brought together. There is a great diversity of opinion as to the methods which should be employed. Having given emphasis to manual training, in their previous action, the trustees should now take measures to explain what they think is feasible among the schools for freedmen.

On motion, it was resolved, "that a special committee of five be appointed, with power to carry out the suggestions made in the paper above referred to, and that they be requested to make a full report with reference thereto, for the further consideration of the trustees at their next meeting." And also "that the general agent be requested to visit at an early day schools and institutions in different places where manual training is now provided, and report his observations to the board at their next meeting."

At a meeting of the trustees held May 20, 1885, it was reported that several members of the committee had given much attention to the subject of manual training, and had visited schools engaged in such work, and that much data on the subject had been collected by the chairman of the committee with reference to publication. At this meeting it was resolved, "that the appropriations for the next school year to be allotted by the general agent shall be \$30,000, including a special appropriation, not exceeding \$1,000, to meet a request from General Armstrong for a special purpose mentioned in his letter to this board;" and "that an additional sum of \$5,000 may be expended in the general work of the trustees, if, as the year advances, the finance committee think that such a course will be wise."

TABLE II.—Summary of school statistics of cities

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Montgomery, Ala.....	16,713	7-21	4,928	5	1,670	32	156	1,900	.....
2	Little Rock, Ark.....	13,138	6-21	7,338	10	2,458	43	177	3,302	2,150
3	Los Angeles, Cal.....	11,183	5-17	5,584	19	3,200	68	162	4,148	2,808
4	Oakland, Cal.....	34,555	5-17	10,115	15	7,031	142	206	7,915	5,609
5	Sacramento, Cal.....	21,420	5-17	7,816	13	.....	83	190	4,348	2,972
6	San Francisco, Cal.....	233,959	5-17	69,000	62	.....	734	.....	43,265	32,183
7	San José, Cal.....	12,567	5-17	3,690	6	.....	41	190	2,738	1,919
8	Stockton, Cal*.....	10,282	5-17	2,498	.....	.....	39	186	2,508	1,560
9	Denver, Colo. (of city)*	35,629	6-21	9,000	11	3,867	83	.....	5,743	3,765
10	Leadville, Colo f.....	14,820	6-21	2,067	4	2,200	30	180	1,712	943
11	Bridgeport, Conn f.....	29,149	4-16	8,188	16	5,150	107	.....	5,975	g4,483
12	Danbury, Conn f.....	11,666	4-16	3,146	16	2,185	43	.....	2,487	g1,784
13	Derby, Conn*.....	11,650	4-16	3,553	9	2,443	55	.....	3,033	g1,963
14	Greenwich, Conn f.....	7,892	4-16	1,963	19	1,702	30	.....	1,794	g886
15	Hartford, Conn f.....	42,551	4-16	10,097	18	6,487	162	.....	7,428	g4,880
16	Meriden, Conn.....	18,340	4-16	5,019	13	3,194	69	197	3,819	2,432
17	Middletown, Conn* h.....	11,732	4-16	1,595	6	991	22	198	914	600
18	New Britain, Conn.....	13,979	4-16	3,817	10	2,215	45	187	2,184	1,458
19	New Haven, Conn.....	61,388	4-16	16,782	35	11,344	279	200	14,067	9,623
20	New London, Conn*.....	10,537	4-16	2,009	10	2,000	40	.....	1,847	g1,184
21	Norwalk, Conn.....	13,956	4-16	3,208	12	.....	43	195	2,748	1,512
22	Norwich, Conn*.....	21,143	4-16	5,043	23	4,227	99	.....	3,992	g2,827
23	Stamford, Conn f.....	11,297	4-16	2,836	18	1,750	39	.....	1,971	g1,215
24	Waterbury, Conn*.....	20,270	4-16	5,688	.....	.....	60	199	4,071	.....
25	Windham, Conn f.....	8,264	4-16	2,164	13	1,289	33	.....	1,190	g755
26	Wilmington, Del.....	42,478	6-21	.....	23	7,228	169	198	8,915	6,073
27	Key West, Fla* f.....	10,940	6-21	.....	6	.....	21	180	1,129	800
28	Atlanta, Ga*.....	37,409	6-18	12,000	21	6,000	81	200	5,676	5,226
29	Augusta, Ga.....	21,891	6-18	6,056	10	.....	42	177	2,978	1,066
30	Columbus, Ga.....	10,123	6-18	3,562	6	1,460	32	188	1,771	.....
31	Macon, Ga.....	12,749	6-18	3,413	7	1,520	36	175	1,770	1,300
32	Savannah, Ga*.....	30,709	6-18	6,056	7	3,000	59	175	3,163	2,025
33	Alton, Ill*.....	8,975	6-21	.....	5	1,319	25	193	1,425	1,075
34	Belleville, Ill.....	13,404	6-21	4,774	5	2,400	43	198	2,489	1,866
35	Bloomington, Ill.....	17,180	6-21	6,868	10	2,900	72	176	3,106	2,303
36	Chicago, Ill f.....	503,185	6-21	160,384	62	60,780	1,299	195	83,491	57,550
37	Danville, Ill.....	7,733	6-21	3,545	6	2,500	42	190	2,317	1,589
38	Decatur, Ill.....	9,547	6-21	4,323	6	1,844	35	178	2,458	1,857

\*From Report of the Commissioner of Education for 1883-'84.

a Estimated.

b Exclusive of balance on hand from last school year.

c Includes cost of supervision.

d Assessed valuation.

e Exclusive of the value of furniture.

f These statistics are for the year 1883-'84.

g For the winter term.

containing 7,500 inhabitants and over for 1884-'85.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
.....	\$10,000,000	\$31,500	.....	\$20,475	\$88	\$16,307	\$19,029	\$10 00	\$1 40
850	9,500,000	131,000	5	645,828	20,342	23,496	55,429	11 76	4 55
759	30,000,000	248,000	2	102,409	32,765	50,245	101,246	17 89	6 49
1,500	d28,794,949	419,450	2	182,366	20,508	129,123	182,964	24 52	4 45
.....	d12,000,000	220,000	3	132,081	12,587	62,204	92,709	.....	.....
8,544	d223,509,560	3,189,000	.....	886,341	64,600	646,401	817,168	20 09	3 30
616	16,000,000	146,000	1.5	65,399	332	32,706	45,877	18 39	5 34
194	.....	159,595	.....	79,855	12,130	33,300	55,751	.....	.....
.....	e547,323	.....	.....	202,080	.....	.....	165,923	.....	.....
280	d2,911,499	155,200	.....	38,403	10,261	22,030	49,301	23 36	11 25
676	d12,388,405	325,000	.....	98,171	22,378	55,153	100,661	.....	.....
86	d5,845,548	108,650	.....	33,954	889	21,388	35,244	.....	.....
43	d3,984,502	88,600	7.33	37,462	1,852	23,693	40,027	.....	.....
142	d3,705,075	40,325	.....	17,471	11	12,050	17,770	.....	.....
1,850	d48,570,137	1,006,000	.....	245,723	67,684	114,011	226,803	.....	.....
940	15,000,000	277,500	3	42,768	94,100	34,605	135,672	14 56	2 54
400	d5,800,000	113,000	2	32,269	1,419	11,260	27,687	20 10	6 20
1,330	*9,000,000	165,000	.....	30,250	.....	.....	30,290	.....	.....
2,031	d47,540,590	716,860	4	247,553	4,880	169,836	225,715	17 96	4 40
76	d6,789,397	60,000	2.7	23,558	459	16,225	23,444	.....	.....
538	*d5,419,859	84,194	.....	43,168	141	20,652	42,507	(17 65)	.....
549	d13,119,742	203,000	4.08	65,981	265	43,982	61,270	.....	.....
460	d7,511,124	79,100	.....	25,129	59	19,092	25,679	.....	.....
500	d8,482,435	350,000	8	136,238	29,231	31,190	133,699	.....	.....
647	d4,195,604	41,075	.....	19,743	2,785	11,776	20,911	.....	.....
.....	28,864,776	328,661	4	*137,397	.....	.....	.....	.....	.....
.....	1,403,458	13,000	4	6,720	853	6,283	7,536	(d9 42)	.....
2,000	26,000,000	150,000	.....	58,665	11,000	47,665	58,665	9 10	.....
1,500	d13,000,000	50,000	2.3	42,226	10,500	17,000	31,047	11 40	93
300	5,333,450	47,500	.....	19,880	.....	.....	.....	.....	.....
400	d9,150,609	66,500	.....	130,063	.....	13,430	17,302	11 87	1 00
600	.....	143,500	.....	51,172	.....	42,425	49,395	22 43	1 96
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
650	6,000,000	109,000	15.9	55,110	.....	20,825	34,807	11 80	2 40
.....	10,548,675	245,200	14	75,593	6,661	32,757	52,783	14 92	3 85
25,487	*399,641,064	4,036,988	11.16	1,482,586	400,432	m783,990	1,615,925	15 18	3 07
613	5,807,670	115,800	16.5	52,559	3,405	19,402	37,563	.....	.....
350	*8,477,492	138,200	.....	54,198	11,077	18,757	41,264	11 17	3 00

*h* These statistics are for the Middletown city school district only.

*i* Total population of the town.

*j* Including Monroe County.

*k* Total expenses per capita.

*l* These figures are for the whole county.

*m* Includes total cost of evening schools.



TABLE II.—Summary of school

	Cities.	Total population (census of 1890).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
39	Elgin, Ill.....	8,787	6-21	3,695	8	.....	35	185	1,965	1,365
40	Freeport, Ill.....	8,516	6-21	4,168	5	1,860	35	.....	1,600	1,300
41	Galesburg, Ill*.....	11,437	6-21	4,678	7	1,900	37	175	2,096	1,536
42	Jacksonville, Ill.....	10,927	6-21	3,775	8	.....	36	.....	1,613	1,427
43	Joliet, Ill*.....	16,149	6-21	5,783	10	2,359	51	198	2,938	1,995
44	Moline, Ill*.....	7,800	6-21	2,353	.....	.....	32	.....	1,863	1,159
45	Ottawa, Ill.....	7,834	6-21	3,218	8	1,415	30	.....	1,648	1,258
46	Peoria, Ill*.....	31,086	6-21	11,803	12	.....	106	.....	5,972	4,031
47	Quincy, Ill.....	27,268	6-21	9,993	9	3,261	60	196	3,887	2,540
48	Rockford, Ill.....	13,129	6-21	5,000	11	2,000	52	195	2,600	1,660
49	Rock Island, Ill.....	11,659	6-21	.....	11	2,010	42	176	2,159	1,614
50	Springfield, Ill.....	19,743	6-21	9,936	8	.....	63	180	3,140	2,496
51	Evansville, Ind.....	29,280	6-21	17,206	12	5,888	143	198	5,931	4,744
52	Fort Wayne, Ind.....	26,880	6-21	14,712	9	4,174	107	193	3,829	2,988
53	Indianapolis, Ind.....	75,056	6-21	40,286	23	12,387	276	136	18,188	10,483
54	Jeffersonville, Ind.....	9,357	6-21	3,682	.....	1,950	39	.....	1,901	1,364
55	La Fayette, Ind*.....	14,860	6-21	7,600	7	2,150	51	190	3,085	1,700
56	Logansport, Ind.....	11,198	6-21	4,159	6	1,770	36	178	2,002	1,470
57	Madison, Ind*.....	8,945	6-21	3,926	7	1,700	31	177	1,670	1,117
58	New Albany, Ind*.....	16,423	6-21	6,364	.....	.....	55	170	3,071	2,123
59	Richmond, Ind.....	12,742	6-21	5,610	9	2,378	54	177	2,512	1,925
60	South Bend, Ind.....	13,280	6-21	6,312	7	2,250	43	178	2,253	1,680
61	Terre Haute, Ind.....	26,042	6-21	10,002	12	4,286	94	195	4,605	3,483
62	Vincennes, Ind.....	7,680	6-21	2,517	4	926	21	196	1,062	827
63	Cedar Rapids, Iowa*.....	10,104	5-21	3,993	13	2,422	48	179	2,645	1,769
64	Clinton, Iowa*.....	9,052	5-21	3,363	6	1,779	42	137	2,200	1,500
65	Council Bluffs, Iowa.....	18,063	5-21	7,522	15	2,718	52	199	2,763	1,747
66	Davenport, Iowa.....	21,831	5-21	9,412	11	4,264	89	196	5,332	3,407
67	Des Moines (west side), Iowa.....	22,408	5-21	6,013	.....	3,082	75	177	3,512	2,894
68	Dubuque, Iowa.....	22,254	5-21	10,204	12	*3,550	78	196	4,088	2,817
69	Keokuk, Iowa.....	12,117	5-21	4,931	9	2,302	52	178	2,398	.....
70	Muscatine, Iowa.....	8,295	5-21	2,800	9	1,600	38	182	1,552	1,352
71	Atchison, Kans*.....	15,165	5-21	4,985	5	1,740	30	168	2,570	2,333
72	Lawrence, Kans.....	8,510	5-21	3,343	11	1,650	31	159	2,360	1,691
73	Leavenworth, Kans.....	16,545	5-21	7,321	.....	*3,000	51	183	3,412	2,812
74	Topeka, Kans*.....	15,452	5-21	7,031	13	3,258	53	157	4,095	3,083
75	Covington, Ky.....	29,720	6-20	10,910	6	3,560	64	197	3,926	2,891

\* From Report of the Commissioner of Education for 1893-'94.

α Assessed valuation.

β Apparently for day schools only.

c Includes expenditure for rent and repairs.

d Based on average number belonging.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
757	\$7,114,515	\$38,250	15.1	\$52,652	\$23,412	\$12,953	\$49,321	\$10 37	\$3 61	39
.....	6,500,000	95,100	16.12	44,620	8,326	13,902	29,233	.....	.....	40
.....	8,330,286	127,150	6.5	26,527	.....	13,783	23,304	12 23	2 94	41
500	12,000,000	300,000	.....	45,626	551	17,143	25,713	.....	.....	42
600	a2,099,727	137,300	1.15	67,490	21,153	21,630	69,396	11 64	4 47	43
.....	.....	.....	.....	56,535	4,403	14,046	39,650	14 06	.....	44
261	5,352,088	60,000	1.55	26,290	30	15,325	24,286	13 14	6 17	45
1,346	.....	.....	.....	105,064	c10,653	45,515	107,477	d10 59	.....	46
2,100	18,000,000	201,640	6.5	49,664	314	30,073	46,117	11 84	4 25	47
150	7,050,000	136,000	1	.....	7,050	32,000	49,952	10 29	6 56	48
.....	7,441,209	100,000	11.23	35,536	533	29,510	34,496	14 33	4 53	49
1,243	a4,839,913	162,000	1.33	65,844	11,076	31,065	60,422	13 18	6 02	50
1,690	.....	571,500	.....	97,144	36,000	70,000	119,945	14 76	.....	51
3,830	12,308,235	241,500	3.9	186,268	8,111	43,790	72,019	18 22	3 17	52
2,047	a53,078,910	857,300	2	203,189	57,839	161,790	275,927	16 18	3 53	53
.....	3,000,000	73,450	.....	36,638	84	16,343	22,831	12 93	3 04	54
1,200	21,000,000	203,000	.....	46,314	24,000	e26,004	53,624	15 35	.....	55
900	a1,060,600	143,500	3	25,246	1,603	14,680	22,167	11 13	2 81	56
330	2,266,500	81,090	8	31,424	.....	e12,153	19,113	10 81	3 32	57
500	7,000,000	153,000	.....	.....	.....	.....	f2,900	.....	.....	58
980	10,000,000	190,500	3.5	123,293	36,611	26,609	80,500	15 23	4 30	59
800	13,600,000	*145,000	2.5	58,426	3,197	13,544	31,043	11 43	2 71	60
900	a14,850,685	188,777	3.7	133,627	26,323	50,550	89,342	15 15	2 90	61
853	*5,500,000	59,100	.5	52,059	14,050	11,233	28,368	14 56	.....	62
250	6,000,000	142,500	15	58,598	23,529	16,180	52,689	10 05	4 79	63
325	4,800,000	90,500	19	40,377	9,325	17,843	37,683	13 00	3 33	64
200	12,000,000	231,300	14.25	122,856	49,919	25,962	99,544	16 00	9 03	65
1,000	18,000,000	291,500	17	81,818	3,515	e56,517	73,877	16 59	4 06	66
.....	17,400,000	270,000	1.5	101,934	21,081	40,379	98,511	14 68	6 63	67
2,530	a5,359,015	200,000	.....	60,905	1,865	37,300	55,817	14 12	5 02	68
300	a3,275,895	190,000	9	42,659	.....	26,870	41,316	.....	.....	69
200	3,471,324	81,000	10	23,737	156	19,513	27,914	14 43	5 67	70
1,143	6,000,000	182,000	10	22,686	325	15,350	22,022	7 10	1 10	71
400	4,000,000	110,000	10	30,237	6,049	13,326	26,690	8 60	2 10	72
1,240	14,000,000	200,000	6.25	33,863	741	e23,493	h36,598	10 15	2 62	73
450	12,000,000	186,000	7	55,498	1,433	22,344	44,415	7 72	2 71	74
.....	16,000,000	239,000	3	73,162	.....	37,330	60,650	13 55	2 50	75

e Includes cost of supervision.

g For the entire city.

f Incidental expenses only.

h Exclusive of amount paid for indebtedness.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number en-rolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
76	Louisville, Ky.....	123,758	6-20	58,978	33	.....	372	204	22,087	15,227
77	Newport, Ky*.....	20,433	6-20	6,923	5	2,540	45	200	2,617	1,953
78	New Orleans, La.....	216,090	6-18	63,000	49	18,000	379	185	23,180	13,138
79	Auburn, Me.....	9,555	4-21	3,061	32	2,180	52	.....	1,414	1,203
80	Augusta, Me.....	8,665	4-21	2,226	26	1,655	42	170	1,289	971
81	Bangor, Me.....	16,856	4-21	5,253	36	*3,626	89	.....	2,943	.....
82	Bath, Me*.....	7,874	4-21	2,850	15	.....	35	.....	1,950	.....
83	Biddeford, Me ..	12,651	4-21	4,321	20	1,928	44	184	1,590	1,186
84	Lewiston, Me b.....	19,083	4-21	6,672	30	.....	61	185	2,789	1,795
85	Portland, Me.....	33,810	4-21	11,662	24	6,414	151	189	7,027	4,603
86	Rockland, Me.....	7,599	4-21	2,227	12	1,525	33	158	1,402	1,097
87	Baltimore, Md.....	332,313	6-21	86,961	67	.....	930	.....	52,548	31,024
88	Attleborough, Mass b ..	11,111	5-15	.....	.....	.....	63	180	2,300	1,545
89	Beverly, Mass b.....	8,456	5-15	1,505	.....	.....	36	196	1,491	1,166
90	Boston, Mass*.....	362,839	5-15	66,560	160	60,558	1,297	206	158,649	151,477
91	Brockton, Mass.....	13,608	5-15	62,775	22	.....	661	6183	63,257	62,370
92	Brookline, Mass.....	8,057	5-15	1,409	12	.....	39	.....	1,681	1,258
93	Cambridge, Mass.....	52,669	5-15	10,682	33	.....	228	200	9,187	7,865
94	Chelsea, Mass.....	21,782	5-15	*15,000	16	3,778	89	200	4,736	3,401
95	Chicopee, Mass*.....	11,286	5-15	1,908	10	1,590	36	195	2,027	922
96	Clinton, Mass*.....	8,029	5-15	1,742	12	.....	30	197	1,657	1,351
97	Fall River, Mass*.....	48,961	5-15	11,128	38	9,363	227	.....	11,677	7,284
98	Fitchburg, Mass.....	12,429	5-15	2,793	20	3,328	58	190	3,120	2,262
99	Gloucester, Mass.....	19,329	5-15	4,340	23	4,420	95	195½	4,193	3,380
100	Haverhill, Mass b.....	18,472	5-15	3,651	.....	.....	98	203	3,270	2,472
101	Holyoke, Mass.....	21,915	5-15	5,836	14	3,262	106	196½	4,680	2,826
102	Lawrence, Mass.....	39,151	5-15	6,947	.....	.....	.....	.....	.....	.....
103	Lowell, Mass.....	59,475	5-15	11,168	44	.....	215	200	n7,548	n6,320
104	Lynn, Mass.....	38,274	5-15	7,380	29	6,814	173	195	7,802	5,736
105	Malden, Mass.....	12,017	5-15	2,643	10	2,494	69	194	2,235	1,853
106	Marlborough, Mass.....	10,127	5-15	2,250	12	2,500	52	175	2,100	1,836
107	Medford, Mass b.....	7,573	5-15	1,439	.....	.....	33	195	1,475	1,184
108	Milford, Mass* .....	9,310	5-15	1,750	19	2,414	41	p174	1,758	1,598
109	Natick, Mass b.....	8,479	5-15	1,572	.....	.....	50	176	1,771	1,356
110	New Bedford, Mass*....	26,845	5-	5,150	24	5,450	125	175	4,683	.....

\* From Report of the Commissioner of Education for 1883-'84.

a Assessed valuation.

b These statistics are for the year 1883-'84.

c School census of 1879.

d Includes total cost of Manual Training School, amounting to \$7,000.

e Total of reported items only.

f Amount raised by taxes for wages of teachers board, fuel, and care of fires and school rooms.

g Amount paid for all school purposes from money raised by taxation.

h Average number belonging in February, 1884.



statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrollment in private schools.					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
.....	\$62,763,461	\$593,192	3	\$287,462	\$5,257	\$196,075	\$234,015	\$14 96	\$3 34	76
.....	12,000,000	134,500	2.8	29,319	.....	20,299	28,354	11 21	2 06	77
13,000	120,000,000	761,000	2.25	204,534	0	216,000	249,000	16 67	2 23	78
20	5,100,000	89,000	.....	21,832	.....	13,698	21,468	.....	.....	79
40	5,780,839	52,800	4	24,574	.....	12,325	24,574	13 08	7 99	80
.....	a9,431,500	125,000	.....	38,075	.....	23,837	38,075	.....	.....	81
50	6,847,955	97,000	.....	19,245	.....	13,591	18,793	.....	.....	82
450	10,000,060	103,500	2.83	23,993	875	17,035	23,705	.....	.....	83
1,213	a10,679,926	179,000	1.8	30,626	.....	22,146	30,269	13 17	3 69	84
1,300	32,803,735	341,440	2.5	95,743	8,722	66,361	95,747	14 91	4 01	85
45	4,000,000	44,700	3.33	12,504	1,711	9,663	12,435	9 06	2 47	86
.....	a250,000,000	1,195,811	.....	650,129	40,945	a550,030	701,353	*15 71	*4 65	87
75	a5,367,099	.....	.....	e31,577	910	f24,000	g29,944	.....	.....	88
.....	a9,630,850	.....	.....	e20,487	.....	f17,579	g19,835	.....	.....	89
7,319	a682,432,671	7,792,650	.....	2,006,436	455,732	1,147,863	1,993,536	.....	.....	90
b25	a710,467,956	.....	.....	39,338	.....	25,700	36,585	.....	.....	91
200	a26,646,500	254,100	1.64	44,223	.....	.....	43,771	.....	.....	92
1,501	a53,548,692	644,317	4	223,429	17,991	150,969	223,428	19 70	6 42	93
435	a18,103,497	489,000	1.86	164,155	11,303	49,186	183,038	15 14	6 00	94
1,065	6,738,257	98,835	4.7	26,716	1,121	16,175	26,716	19 28	8 43	95
25	a5,125,543	.....	.....	23,496	.....	15,700	23,408	.....	.....	96
1,131	.....	.....	.....	106,000	17,943	93,293	151,456	.....	.....	97
0	a11,054,373	212,253	5.25	53,043	8,839	30,361	53,044	14 30	7 44	98
75	12,572,465	189,360	4.33	73,855	16,772	33,099	78,855	13 82	5 54	99
75	a13,265,454	.....	.....	e34,877	25,000	f55,000	g34,447	.....	.....	100
2,539	22,467,894	216,727	4.83	77,939	15,814	33,909	77,939	16 06	5 92	101
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	102
2,200	63,000,000	713,000	2.8	173,469	37,530	119,900	213,143	a13 03	a7 76	103
770	27,543,581	549,383	4.1	115,223	2,049	76,270	115,092	a14 53	a6 37	104
700	11,951,200	183,809	4.3	52,124	0	34,612	52,124	19 77	8 36	105
300	a4,171,095	71,000	7	29,347	500	20,000	29,199	.....	.....	106
.....	a7,590,524	.....	.....	e34,265	6,122	f26,118	g34,265	.....	.....	107
290	5,200,000	78,500	4.4	23,265	201	15,317	23,129	12 07	4 33	108
31	a4,593,775	.....	.....	e22,122	.....	f20,000	g22,122	.....	.....	109
.....	a30,239,605	399,600	.....	92,527	6,000	63,482	91,299	13 11	6 19	110

i Including Horace Mann School for the Deaf.

j In 1883.

k Estimated.

l Expenditures for school repairs and buildings are not made by the school board; hence the apparent excess of expenditures over receipts.

m There was also an evening drawing school in which there were enrolled 186 pupils under seven teachers.

n Exclusive of evening schools.

o For day pupils only.

p In the high school, 133 days.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
111	Newburyport, Mass a..	13,538	5-15	2,631	.....	.....	42	195	1,833	1,113
112	Newton, Mass*.....	16,995	5-15	3,564	20	4,025	101	190	4,102	2,554
113	North Adams, Mass.....	10,191	5-15	2,765	13	2,500	55	182	2,657	1,744
114	Northampton, Mass.....	12,172	5-15	2,383	25	2,580	63	174	2,384	1,848
115	Peabody, Mass*.....	9,023	5-15	.....	7	1,900	40	195	1,707	1,323
116	Pittsfield, Mass.....	13,364	5-15	2,870	27	2,500	70	196	3,017	2,174
117	Quincy, Mass a.....	10,570	5-15	2,446	.....	.....	50	200	2,370	1,681
118	Salem, Mass a.....	27,563	5-15	5,212	16	4,282	92	199	3,979	3,022
119	Somerville, Mass.....	24,933	5-15	6,032	20	5,960	114	190	6,014	4,533
120	Springfield, Mass.....	33,040	5-15	6,327	23	5,747	131	198	6,465	4,622
121	Taunton, Mass.....	21,213	5-15	4,173	32	4,693	90	195	4,402	3,248
122	Waltham, Mass.....	11,712	5-15	2,332	15	2,858	60	.....	2,792	2,553
123	Westfield, Mass.....	7,587	5-15	1,557	20	.....	61	175	1,642	1,237
124	Weymouth, Mass.....	10,570	5-21	3,475	23	2,590	53	195	2,173	1,844
125	Woburn, Mass.....	10,931	5-15	2,629	14	2,485	57	195	2,530	1,737
126	Worcester, Mass.....	53,291	5-15	13,269	33	12,607	263	195	12,981	9,608
127	Adrian, Mich.....	7,449	5-20	2,469	5	1,583	31	192	1,522	969
128	Ann Arbor, Mich.....	8,661	5-20	2,876	7	1,800	41	190	1,930	1,525
129	Bay City, Mich.....	20,693	5-20	7,578	9	3,065	59	196	3,519	2,344
130	Detroit, Mich.....	116,540	5-20	45,641	31	15,429	315	196	19,751	13,450
131	East Saginaw, Mich.....	19,016	5-20	7,734	11	3,525	74	193	4,023	3,264
132	Flint, Mich*.....	8,409	5-20	2,443	7	1,893	39	195	1,989	1,362
133	Grand Rapids, Mich.....	37,016	5-20	12,218	22	7,570	163	196	8,136	5,726
134	Jackson, Mich:									
	District No. 1.....	16,105	5-20	{ 2,714	8	1,843	36	192	2,123	1,413
	District No. 17.....			{ 2,339	7	1,136	21	196	1,831	868
135	Muskegon, Mich.....	11,262	5-20	.....	9	2,780	62	197	3,610	2,381
136	Port Huron, Mich.....	8,883	5-20	3,724	6	1,725	32	193	2,048	.....
137	Saginaw, Mich.....	10,525	5-20	4,430	7	2,048	41	195	2,350	1,779
138	Minneapolis, Minn.....	46,887	6-21	34,450	27	10,254	278	183	14,515	9,663
139	St. Paul, Minn.....	41,473	6-21	.....	25	10,580	198	193	9,491	6,039
140	Winona, Minn*.....	10,203	5-21	1,934	3	1,585	83	196	1,457	1,315
141	Vicksburg, Miss*.....	11,814	5-21	3,760	3	1,100	21	170	1,320	1,120
142	Hannibal, Mo.....	11,074	m6-20	4,347	7	1,600	84	173	2,296	1,473
143	Kansas City, Mo.....	55,785	6-20	25,435	16	9,121	147	180	10,549	6,738

\*From Report of the Commissioner of Education for 1883-'84.

a These statistics are for the year 1883-'84.

b Assessed valuation.

c Total of reported items only.

d Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.

e In the high school, 194 days.

f Amount paid for all school purposes from money raised by taxation.

statistics of cities, &amp;c.—Continued.

Papils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average ex- penses per capita of daily aver- age attend- ance in pub- lic schools.	
						Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.
11		12	13	14	15	16	17	18	19	20
728		\$57,518,108			\$26,842		\$22,098	\$25,988		111
500		27,124,088	\$443,500	5.43	147,157	\$32,253	70,623	145,075	\$24 82	\$13 37
80		7,500,000	134,000	5.9	23,029		20,391	29,733		113
153		68,136,220	128,000	3.9	33,972		23,279	33,883	13 17	5 16
25		63,707,250	116,000		24,699	642	18,506	24,244	14 21	3 89
200		7,836,943	81,300		37,975		25,267	37,134	12 31	4 77
60		67,728,938			648,136	1,556	233,000	742,347		117
1,383		625,373,915	336,167		84,351		61,061	80,530		118
530		624,331,100	376,325	3.7	127,056	22,855	72,712	127,056	16 43	6 55
1,200		625,835,728	571,739	3	118,643	3,002	80,683	113,643	18 10	6 91
168		20,442,673	282,000	3.5	57,758	500	41,410	57,758	13 33	4 29
100		613,391,660	270,385	3.6				67,000		122
50		6,189,202	134,100	3.7	29,010	9,990	17,223	25,676	14 41	6 34
60		8,421,222	143,609	13	35,057	400	23,200	35,461	13 56	5 46
420		67,925,642	172,500	5	41,496		28,157	40,043	17 14	5 91
1,500		51,251,210	1,021,005	4.09	208,821	61,396	155,127	266,860	16 43	4 90
365		63,890,813	104,000		21,319	535	12,030	20,515	14 27	6 35
200		4,989,090	160,000	5.5	36,969	2,992	21,401	35,946	15 03	4 75
600		69,612,146	176,548	4.7	52,419	12,559	23,555	47,924	10 90	3 82
8,373		110,721,995	1,001,950	2	323,675	744,132	186,342	310,012	14 15	5 62
475		19,690,000	212,000	5.4	67,355	12,841	33,575	65,165	11 45	4 43
173		4,774,464	129,100	6.1	40,587	4,370	15,196	37,237	12 07	4 96
1,100		29,040,411	628,430	5.7	249,076	59,308	77,971	230,206	14 01	13 60
					35,604		19,143	25,945	14 77	3 53
		61,800,000	55,000	6.6	17,403	1,556	8,833	15,925		134
		\$64,889,075	127,500		70,044	\$17,843	30,283	60,414	13 47	3 94
500		4,500,000	103,000		39,093	3,500	12,826	23,409		136
641			128,000		45,833	15,038	16,043	45,111	10 03	3 55
2,630		677,495,943	1,032,033	3.2	373,965	123,198	160,409	338,827	16 60	4 92
4,200		120,000,000	737,905	5	363,270	85,620	1127,775	297,248		139
500			175,000		30,099		20,532	31,563		140
600		5,000,000	10,600	4	14,830	150	9,375	14,830		141
250		5,000,000	53,700	5	34,921	2,472	18,615	23,694	10 26	2 42
*2,000		100,000,000	546,540		286,694	61,320	147,910	222,835		143

g Average daily attendance for the month of December.

h In the high school, 195 days.

i Exclusive of expenditure for permanent objects amounting to \$9,990.

j The library expenditure of \$15,003 is not included in school expenditure.

k Includes expenditure for repairs.

l Includes cost of supervision.

m Inclusive.

n Includes cost of supervision and incidental expenses.



TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
144	St. Joseph, Mo.....	32,431	6-20	13,007	19	4,055	78	198	4,551	2,093
145	St. Louis, Mo a.....	350,518	6-20	106,372	.....	45,000	1,032	195	53,127	36,007
146	Sedalia, Mo. ....	9,561	6-20	3,918	9	2,340	44	179	2,882	1,883
147	Lincoln, Nebr*.....	13,003	5-21	3,503	8	2,800	34	174	2,404	1,800
148	Omaha, Nebr.....	30,518	5-21	11,202	14	5,634	120	198	6,418	4,320
149	Virginia City, Nev.....	10,917	6-18	1,808	2	.....	20	294	1,408	863
150	Concord, N. H.*.....	13,843	5-15	.....	30	.....	84	.....	2,549	1,872
151	Dover, N. H*.....	11,637	5-16	1,900	19	1,933	46	185	2,500	1,424
152	Manchester, N. H.....	32,630	5-21	.....	23	.....	87	184	3,918	2,872
153	Nashua, N. H.....	13,397	8-14	42,102	17	2,354	71	165	2,759	1,897
154	Portsmouth, N. H.....	9,690	5-	2,400	13	.....	35	.....	1,913	.....
155	Bayonne, N. J.*.....	9,372	5-18	3,286	.....	1,564	33	.....	1,852	1,052
156	Bridgeton, N. J a.....	8,722	5-18	2,510	5	*1,442	30	187	1,564	*969
157	Camden, N. J*.....	41,659	5-18	13,022	15	.....	129	200	8,891	8,000
158	Elizabeth, N. J.....	28,229	5-18	8,389	4	2,453	54	194	3,617	2,489
159	Hoboken, N. J.....	30,999	5-18	10,907	6	4,216	116	.....	6,407	4,004
160	Jersey City, N. J*.....	120,722	5-18	52,207	22	14,694	348	195	23,397	13,831
161	Millville, N. J a.....	7,660	5-18	2,616	12	1,680	36	.....	1,942	1,144
162	Newark, N. J.....	136,508	5-18	43,263	60	.....	420	201	24,659	16,259
163	New Brunswick, N. J..	17,166	5-18	4,731	6	2,175	46	199	2,679	1,951
164	Orange, N. J.....	13,207	5-18	4,415	4	1,468	34	197	1,659	1,137
165	Paterson, N. J a.....	51,031	5-18	16,381	12	6,930	1159	200	12,575	6,675
166	Plainfield, N. J a.....	8,125	5-18	2,224	3	1,158	24	.....	1,314	917
167	Trenton, N. J.....	29,910	5-18	8,641	13	4,090	78	200	4,090	2,702
168	Albany, N. Y.....	90,758	5-21	m35,900	24	12,236	250	197	13,720	9,740
169	Auburn, N. Y.....	21,924	5-21	7,259	12	3,710	82	194	3,607	2,740
170	Binghamton, N. Y.....	17,317	5-21	5,954	11	3,449	76	198	3,709	2,755
171	Brooklyn, N. Y.....	566,663	5-21	.....	61	65,962	1,437	208	96,927	59,093
172	Buffalo, N. Y.....	155,134	5-21	69,500	55	.....	503	197	27,611	17,152
173	Cohoes, N. Y.....	19,416	5-21	7,135	9	2,123	53	202	3,252	1,942
174	Elmira, N. Y.....	20,541	5-21	6,558	8	o3,950	p79	196	p3,931	p2,959
175	Hudson, N. Y.....	8,670	5-21	3,700	8	1,450	24	203	1,404	903
176	Ithaca, N. Y.....	9,105	5-21	2,733	6	1,841	32	196	1,809	1,266
177	Kingston, N. Y. (§ of city).	q18,344	5-21	3,015	5	1,690	33	196	1,861	1,154

\* From Report of the Commissioner of Education for 1883-'84. e Exclusive of pay of the clerk of the board and of janitors.

a These statistics are for the year 1883-'84.

b In 1882.

c Assessed valuation.

d Includes expenditure for repairs.

f Based on enrollment.

g Average number of pupils for the year.

h Includes total amount paid for evening schools.

i This is the number between 5 and 15 as per assessor's enumeration.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
700	\$15,000,000	\$196,375	5	\$57,533	\$593	\$43,475	\$71,148	\$15 19	\$4 97	144
621,000	c211,814,940	3,048,631	.....	\$56,906	92,567	632,973	943,523	17 58	5 05	145
300	c3,146,650	110,000	10	32,321	1,000	17,921	23,342	.....	.....	146
50	.....	82,375	10	37,149	d14,658	14,410	37,057	.....	.....	147
1,800	60,000,000	527,000	5	262,960	54,150	84,830	216,745	20 30	7 80	148
1,550	.....	20,500	.....	18,557	d199	15,140	e18,557	.....	.....	149
.....	.....	181,590	.....	40,633	2,323	21,981	38,834	(f10 82)	.....	150
50	e8,283,648	115,000	2.9	25,304	350	17,602	25,255	13 48	4 00	151
2,500	30,000,000	317,725	.....	55,325	1,508	h41,002	53,477	.....	.....	152
511	e9,333,800	232,395	.....	37,234	.....	26,932	36,254	j15 90	j4 72	153
150	10,000,000	84,000	.....	22,164	.....	k16,124	22,164	.....	.....	154
700	.....	203,000	.....	30,292	.....	.....	.....	.....	.....	155
200	5,497,500	45,000	2.5	15,976	302	12,205	15,657	.....	.....	156
2,000	21,738,866	262,600	4.5	117,091	12,955	58,765	255,992	7 35	2 22	157
2,300	12,000,000	79,600	3.64	67,650	3,349	26,046	45,291	12 71	4 14	158
1,496	6e15,065,800	124,465	.....	.....	.....	66,771	82,677	.....	.....	159
14,215	95,000,000	628,820	.....	222,520	1,030	.....	183,687	.....	.....	160
35	.....	47,300	.....	19,800	2,448	14,160	19,843	.....	.....	161
6,000	c88,416,550	1,035,500	1.5	402,035	114,867	212,458	397,769	.....	.....	162
3,500	8,163,750	125,200	3	30,183	24	20,045	30,143	12 00	2 61	163
1,200	e5,159,000	105,000	1	28,934	3,148	k20,397	28,934	17 94	4 74	164
1,500	33,597,000	304,000	5.04	111,251	14,730	55,226	111,251	10 28	4 07	165
300	.....	85,500	.....	27,046	10,794	15,418	30,819	.....	.....	166
1,555	.....	164,800	.....	58,382	.....	41,050	52,470	.....	.....	167
5,000	67,300,882	802,000	2.5	314,954	29,505	149,226	219,923	15 58	3 97	168
1,200	15,000,000	243,500	4.77	68,732	17,541	35,059	67,679	13 54	4 77	169
545	14,618,987	236,661	1	63,365	9,839	36,614	56,606	13 29	3 69	170
.....	428,000,000	3,649,000	4.4	2,432,224	n445,867	k884,267	1,598,427	14 73	4 52	171
12,000	c108,374,145	1,014,280	.....	734,624	111,197	329,841	514,162	19 59	3 89	172
600	12,146,961	138,718	8.62	65,738	4,304	23,713	36,907	12 99	3 80	173
600	11,924,692	345,000	4	66,902	5,883	36,575	64,199	13 37	4 93	174
650	7,250,000	55,000	1.22	18,635	456	9,817	13,010	11 76	2 15	175
400	6,000,000	126,000	6.5	63,279	47,215	13,197	67,173	12 00	3 16	176
316	5,970,835	172,500	4.19	31,460	536	18,039	31,459	16 58	6 56	177

j In dayschools; in evening schools the average expenses per capita are \$7.77 for tuition and \$1.02 for incidentals.

k Includes cost of supervision.

l Exclusive of evening school teachers, the greater number of whom taught also in the day schools.

m Estimated.

n Includes expenditure for insurance and repairs.

o Exclusive of 300 in a building not used.

p There is also a night school, with 3 teachers, a registry of 204, and an average attendance of 102.

q For the entire city.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
178	Lockport, N. Y.....	13,522	5-21	3,943	7	2,667	42	199	2,210	1,580
179	Long Island City, N. Y.	17,129	5-21	6,529	7	*2,870	68	202	4,229	2,739
180	Newburg, N. Y.....	18,049	5-21	6,712	7	.....	71	206	3,440	2,459
181	New York, N. Y a.....	1,206,299	5-21	403,000	132	157,626	3,748	185	261,889	144,949
182	Ogdensburg, N. Y*.....	10,341	5-21	4,033	10	.....	48	.....	2,035	.....
183	Oswego, N. Y.....	21,116	5-21	8,011	20	3,385	67	197	3,706	2,451
184	Plattsburg, N. Y*.....	8,283	5-21	2,307	7	1,384	29	195	1,460	901
185	Poughkeepsie, N. Y*..	20,207	5-21	46,002	10	2,641	64	200	2,892	2,125
186	Rochester, N. Y.....	89,866	5-21	f 37,000	30	12,116	314	196	14,152	10,662
187	Rome, N. Y*.....	12,194	5-21	3,004	8	1,833	33	193	1,959	1,232
188	Saratoga Springs, N. Y.	8,421	5-21	2,647	.....	.....	40	205	1,977	1,279
189	Schenectady, N. Y*.....	13,655	5-21	4,917	10	.....	52	192	2,475	.....
190	Syracuse, N. Y.....	51,792	5-21	19,853	18	8,984	199	196	9,439	7,432
191	Troy, N. Y.....	56,747	5-21	20,000	15	7,950	162	200	8,490	5,662
192	Utica, N. Y.....	33,914	6-21	13,983	18	4,728	148	195	5,865	3,930
193	Watertown, N. Y*.....	10,697	5-21	3,403	9	1,780	52	195	1,786	1,262
194	Yonkers, N. Y.....	18,892	5-21	8,076	7	2,070	56	197	3,405	1,931
195	Akron, Ohio.....	16,512	6-21	6,505	10	3,908	77	193	4,103	3,348
196	Bellaire, Ohio a.....	8,025	6-21	3,306	5	.....	30	.....	1,629	1,001
197	Canton, Ohio a.....	12,258	6-21	5,804	11	.....	55	.....	3,701	2,634
198	Chillicothe, Ohio.....	10,938	6-21	3,739	5	1,946	44	190	1,998	1,566
199	Cincinnati, Ohio.....	255,139	6-21	91,342	55	35,689	711	200	35,404	28,054
200	Cleveland, Ohio a.....	160,146	6-21	58,112	101	.....	522	.....	30,708	21,591
201	Columbus, Ohio.....	51,647	6-21	17,498	27	9,154	184	193	9,703	7,720
202	Dayton, Ohio a.....	38,678	6-21	15,226	15	.....	144	.....	6,689	5,152
203	Fremont, Ohio.....	8,446	6-21	1,954	7	1,100	22	185	1,056	799
204	Hamilton, Ohio.....	12,122	6-21	4,671	6	2,264	43	194	2,294	1,759
205	Ironton, Ohio.....	8,857	6-21	3,325	5	3,000	38	184	2,038	.....
206	Lima, Ohio.....	7,567	6-21	2,958	3	1,740	35	187	1,801	1,363
207	Mansfield, Ohio a.....	9,859	6-21	3,258	6	.....	41	.....	2,232	1,698
208	Newark, Ohio*.....	9,600	6-21	4,144	6	1,980	44	184	2,017	1,403
209	Portsmouth, Ohio*.....	11,321	6-21	4,242	6	.....	43	190	2,186	1,617
210	Sandusky, Ohio.....	15,838	6-21	5,382	9	2,850	87	195	2,722	2,257
211	Springfield, Ohio*.....	20,730	6-21	8,669	13	4,383	83	190	4,394	3,311
212	Steubenville, Ohio.....	12,093	6-21	4,407	6	2,225	50	198	2,397	1,858
213	Tiffin, Ohio.....	7,879	6-21	2,812	5	1,577	30	194	1,340	1,011
214	Toledo, Ohio a.....	50,137	6-21	19,106	24	.....	163	.....	8,851	6,490
215	Youngstown, Ohio a...	15,435	6-21	7,590	11	.....	59	.....	3,237	2,423
216	Zanesville, Ohio a.....	18,113	6-21	6,022	17	.....	68	.....	3,146	2,494
217	Portland, Oreg.....	17,577	4-20	6,658	6	3,409	73	194	3,802	3,083

\* From Report of the Commissioner of Education for 1833-'84.

a These statistics are for the year 1833-'84.

b Assessed valuation.

c Includes cost of supervision.

d Census of 1877.



statistics of cities, &amp;c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
500	\$3,112,000	\$105,000	3.7	\$33,901	\$872	\$20,543	\$29,163	\$14 39	\$3 51	178
385	*21,478,812	70,200	.....	80,530	3,205	27,474	43,463	.....	.....	179
681	.....	184,000	.....	75,350	18,187	31,057	53,633	.....	.....	180
33,000	*61,276,677,164	12,499,000	.....	3,626,323	251,091	c2,756,146	3,626,323	20 51	4 74	181
560	.....	71,000	.....	32,860	2,056	14,526	20,916	.....	.....	182
1,142	12,280,490	179,230	3.8	49,062	334	28,247	46,784	12 14	6 81	183
75	4,300,000	55,700	8.8	21,322	90	8,694	21,321	11 31	4 00	184
.....	b12,012,035	128,035	2.35	55,781	c2,723	27,031	33,398	13 49	3 23	185
7,500	86,000,000	556,930	4.74	280,452	58,022	151,320	275,704	14 40	6 02	186
375	7,918,250	81,000	3.36	19,649	540	13,800	19,649	12 22	3 04	187
77	b3,715,400	100,000	6	53,500	2,901	19,253	34,071	.....	.....	188
800	.....	94,000	.....	39,672	15,789	20,231	39,672	.....	.....	189
2,443	35,000,000	787,500	3.24	137,535	11,042	98,714	137,433	13 45	4 37	190
2,590	50,000,000	410,000	7.73	141,244	4,112	c92,159	119,877	.....	.....	191
2,191	25,400,000	371,766	3.44	110,220	22,587	59,627	104,026	15 81	5 06	192
125	8,000,000	107,621	4	32,973	8,184	18,877	33,176	15 91	7 85	193
1,890	18,659,485	169,000	2.7	78,867	14,051	37,567	70,078	21 18	7 83	194
791	20,000,000	335,000	9	189,273	47,916	39,015	119,602	12 40	4 98	195
.....	.....	.....	8	24,643	.....	10,320	29,237	.....	.....	196
.....	.....	.....	.....	67,702	.....	25,213	41,533	10 29	.....	197
323	8,248,672	150,000	5	47,065	1,839	23,719	35,451	16 42	5 06	198
16,835	700,000,000	2,200,000	4	834,651	53,010	504,345	762,954	20 52	3 72	199
11,729	.....	.....	.....	673,836	265,418	322,137	632,330	14 92	3 82	200
1,820	65,000,000	843,508	5.5	253,973	12,794	136,445	210,703	18 06	7 57	201
.....	.....	423,950	.....	174,574	27,537	99,220	169,553	17 52	.....	202
400	3,300,000	55,000	5	22,237	100	10,693	14,681	14 86	3 30	203
1,100	8,695,005	150,000	5	66,241	15,730	27,369	56,974	16 53	4 30	204
335	b3,000,000	75,000	7	23,351	7,633	15,855	g26,590	.....	.....	205
330	b3,273,795	91,500	3	32,918	.....	12,025	20,173	9 81	4 00	206
.....	.....	200,000	.....	50,687	.....	17,406	33,595	11 32	.....	207
300	.....	80,500	2.2	56,678	9,850	17,100	33,550	13 47	3 42	208
.....	b4,600,000	200,000	5	44,781	.....	20,127	33,273	13 00	3 08	209
1,010	12,000,000	123,000	7	71,552	6,018	25,380	51,336	12 35	3 90	210
1,200	b14,758,074	193,093	4.4	113,095	.....	45,393	91,033	14 39	9 87	211
500	.....	160,000	6.9	55,074	13,220	23,784	52,022	13 65	3 97	212
800	8,000,000	125,000	6.5	45,625	12,453	13,406	37,115	14 60	5 76	213
.....	.....	665,000	.....	251,313	57,073	69,368	198,425	10 66	.....	214
.....	.....	320,000	.....	84,344	12,953	23,074	49,045	.....	.....	215
.....	.....	250,000	.....	59,451	.....	31,791	46,843	12 33	.....	216
.....	17,500,000	314,200	5	93,278	24,143	60,346	113,669	20 22	7 19	217

e Includes incidental expenses for libraries.

g Total of reported items only.

f Estimated.

TABLE II.—Summary of school

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
218	Allegheny, Pa.*	78,682	6-21	.....	20	.....	224	182	10,781	.....
219	Allentown, Pa.	18,063	6-21	.....	10	3,700	62	193	3,675	.....
220	Altoona, Pa.	19,710	6-21	.....	.....	3,678	66	193	3,691	3,126
221	Bradford, Pa.	9,197	6-21	.....	6	.....	37	218	1,896	1,300
222	Carbondale, Pa.*	7,714	6-21	2,500	8	1,440	24	198	1,794	1,008
223	Chester, Pa.	14,997	6-21	.....	8	2,536	51	195	2,719	1,842
224	Easton, Pa.	11,924	6-21	.....	10	2,645	54	198	2,364	1,750
225	Erie, Pa.	27,737	6-21	8,319	18	4,500	116	195	5,174	3,650
226	Harrisburg, Pa.	30,762	6-21	.....	25	5,920	115	198	6,123	4,046
227	Johnstown, Pa.	8,380	6-21	d2,050	9	.....	33	.....	1,752	1,287
228	Lancaster, Pa.	25,769	6-21	.....	.....	.....	e74	198	4,250	2,932
229	Lebanon, Pa.	8,778	6-21	2,685	9	.....	33	187	1,685	1,294
230	McKeesport, Pa.*	8,212	6-21	.....	4	1,560	30	169	1,760	.....
231	Meadville, Pa.	8,860	6-21	.....	5	*1,900	37	173	1,691	1,316
232	New Castle, Pa.	8,418	6-21	.....	4	1,800	35	170	1,868	1,290
233	Norristown, Pa.	13,063	6-21	4,300	6	2,232	45	198½	2,366	1,656
234	Philadelphia, Pa.*	847,170	6-21	d250,000	284	.....	2,524	205	g105,424	99,364
235	Pittsburg, Pa.	156,389	.....	.....	58	.....	543	.....	27,440	19,875
236	Reading, Pa.*	43,278	6-21	7,556	26	7,750	157	220	6,806	5,775
237	Scranton, Pa.*	45,850	6-21	12,000	30	7,936	190	220	8,797	6,140
238	Shenandoah, Pa.	10,147	6-21	3,500	5	2,010	33	190	2,383	1,469
239	Titusville, Pa.	9,046	6-21	.....	4	1,622	33	187	1,648	1,265
240	Wilkes Barre, Pa.	23,339	6-21	.....	16	4,800	95	189	5,900	3,600
241	Williamsport, Pa.	18,934	6-21	5,362	25	3,573	70	185	3,689	2,504
242	York, Pa.	13,940	6-21	3,264	14	2,750	60	183	2,864	2,002
243	Lincoln, R. I.*	13,765	5-15	3,306	.....	.....	41	.....	2,566	1,312
244	Newport, R. I.	15,693	h5-15	3,651	11	*2,447	55	193	2,078	1,463
245	Pawtucket, R. I.	19,030	5-16	4,814	18	d3,255	92	193	3,869	2,596
246	Providence, R. I.	104,857	5-15	22,515	.....	.....	342	196	16,803	12,043
247	Warwick, R. I.*	12,164	5-15	2,537	18	1,603	36	.....	2,062	1,165
248	Woonsocket, R. I.	16,050	5-15	3,630	16	1,090	39	174	2,504	1,482
249	Charleston, S. C.	49,964	.....	n7,000	6	5,000	100	198	4,514	4,121
250	Columbia, S. C.	10,036	6-21	2,160 <sup>m</sup>	3	1,017	23	176	1,364	769
251	Chattanooga, Tenn.	12,892	6-21	5,058	6	.....	43	178	3,458	2,071
252	Knoxville, Tenn.	9,693	6-21	4,817	8	2,580	45	189	2,781	2,054
253	Memphis, Tenn.	33,502	6-21	13,169	11	3,296	e70	167	5,143	3,016
254	Nashville, Tenn.	43,350	7-21	14,816	13	5,359	121	185	7,055	5,554

\* From Report of the Commissioner of Education for 1883-'84.

a Assessed valuation.

b Includes cost of supervision.

c Includes expenditures for repairs.

d Estimated.

e Average number of teachers.

f For school purposes; also 3½ mills for building purposes.

g Exclusive of evening schools.

h For school purposes; also 2 mills for building purposes.

statistics of cities, &amp;c.—Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
1,500	\$46,000,000	\$994,336	4.9	\$337,672	\$44,605	\$125,339	\$311,259	\$12 50	.....	218
200	a7,889,610	460,000	6.5	60,853	339	24,898	57,292	.....	.....	219
1,000	6,900,000	145,000	20	48,861	9,071	23,074	48,860	7 77	\$2 09	220
350	a1,963,108	62,150	19	41,103	4,939	17,871	36,383	.....	.....	221
150	2, 0,000	27,000	16	11,803	1,051	8,363	12,879	.....	.....	222
500	a7,156,515	130,000	4	32,788	5,202	621,998	33,676	11 94	2 72	223
100	a7,195,286	237,900	5	84,760	22,734	24,047	81,989	14 66	5 20	224
2,500	a16,500,000	338,700	5.5	87,695	a13,859	44,876	80,049	.....	.....	225
900	24,824,780	344,025	13	82,674	2,169	54,507	81,036	13 84	2 99	226
143	.....	120,000	.....	20,624	3,800	14,011	23,596	.....	.....	227
500	a12,450,000	225,800	3	.....	.....	.....	.....	.....	.....	228
375	4,800,000	84,000	10	18,563	118	10,064	18,472	8 16	2 00	229
300	a5,500,000	75,000	5	25,323	7,965	10,702	23,608	8 50	2 67	230
300	a2,006,380	80,000	f10	33,259	2,800	14,427	31,522	13 20	4 97	231
375	*3,750,000	53,200	6.5	20,976	.....	11,751	16,287	9 88	2 74	232
300	a7,200,000	159,600	4	34,776	178	21,387	36,693	13 39	5 98	233
18,000	577,198,087	6,934,789	22	1,618,447	.....	1,121,445	1,499,618	11 80	5 25	234
.....	a121,174,714	2,229,028	.....	841,807	118,494	300,685	628,215	(19 80)	.....	235
750	30,000,000	318,300	13	146,593	32,578	56,395	112,560	9 76	3 39	236
1,240	50,000,000	332,000	.....	183,594	6,874	78,380	109,128	13 06	2 94	237
50	a1,487,950	63,000	15	24,996	181	11,863	22,582	9 10	3 66	238
300	a1,680,000	64,275	.....	33,785	.....	13,251	32,850	.....	.....	239
1,800	20,000,000	202,672	.....	90,030	29,179	46,513	93,371	11 23	3 17	240
1,330	12,625,000	153,990	6.5	46,644	3,016	28,981	j45,568	12 13	6 06	241
300	10,797,089	150,000	3.5	50,606	1,597	21,944	51,089	11 61	3 82	242
410	.....	91,700	.....	32,936	3,297	17,113	32,699	.....	.....	243
837	a27,492,200	128,139	1.14	60,921	.....	32,842	48,268	.....	.....	244
600	a17,227,833	217,427	.....	70,435	19,874	31,009	60,264	11 84	12 89	245
4,176	a122,496,500	974,455	.....	347,289	92,601	203,743	347,290	.....	.....	246
73	a10,302,050	36,913	0.68	11,188	2,424	10,549	m14,334	9 22	84	247
1,183	a9,000,000	140,000	3.11	28,096	105	.....	28,096	.....	.....	248
.....	a24,800,000	149,000	1.75	71,805	300	62,870	70,344	.....	.....	249
150	a3,200,000	30,540	2	15,224	615	8,091	11,392	12 47	1 43	250
400	a6,653,638	90,100	2.25	27,281	9,184	21,074	26,921	11 04	1 83	251
300	6,871,544	51,950	2.25	31,899	.....	22,821	26,616	11 63	1 33	252
2,190	*o21,256,276	131,403	1.5	48,699	167	34,061	47,643	.....	.....	253
600	30,000,000	231,000	2	107,497	289	67,095	85,753	13 29	2 15	254

i Includes janitors' wages.

j Exclusive of expenditure for permanent objects amounting to \$3,016.

k Inclusive.

l For day pupils only.

m This is the sum of the items given, though the reported total is but \$12,945.

n Estimated number between 6 and 16 years old.

o Total taxable property of city and county.



TABLE II.—*Summary of school*

	Cities.	Total population (census of 1880).	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	Number of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
255	Galveston, Tex.....	22,248	7-19	9,000	9	3,000	64	175	3,375	2,525
256	Houston, Tex*.....	16,313	8-18	3,973	13	1,800	20	180	1,937	1,173
257	Burlington, Vt a.....	11,365	5-20	.....	.....	.....	43	.....	1,603	61,058
258	Rutland, Vt a.....	12,149	5-20	.....	.....	.....	70	.....	2,776	.....
259	Alexandria, Va*.....	13,659	5-21	4,582	5	1,800	27	200	1,717	1,219
260	Danville, Va*.....	7,526	5-21	2,126	2	1,260	22	198	1,209	604
261	Lynchburg, Va.....	15,959	5-21	4,907	6	2,150	44	195	2,510	1,821
262	Norfolk, Va.....	21,966	5-21	6,695	7	.....	28	188	2,022	1,270
263	Petersburg, Va*.....	21,656	5-21	6,392	9	.....	39	186	2,634	1,838
264	Portsmouth, Va.....	11,330	5-21	3,210	3	1,300	19	201	1,274	1,016
265	Richmond, Va.....	63,600	5-21	21,536	14	6,674	162	183	8,285	6,998
266	Wheeling, W. Va.....	30,737	6-21	10,053	.....	5,000	107	193	5,000	4,500
267	Appleton, Wis.....	8,005	4-20	3,933	7	2,450	43	176	2,097	1,817
268	Eau Claire, Wis.....	10,119	4-20	.....	13	3,000	46	180	2,870	.....
269	Fond du Lac, Wis.....	13,094	4-20	5,407	17	3,800	45	200	2,123	1,477
270	Janesville, Wis.....	9,013	4-20	3,829	11	1,005	35	136	1,374	1,230
271	La Crosse, Wis.....	14,505	4-20	6,298	13	2,628	54	196	3,191	2,282
272	Madison, Wis.....	10,324	4-20	3,802	8	1,900	37	185	1,871	1,535
273	Milwaukee, Wis.....	115,587	4-20	49,804	27	16,070	230	192	14,943	13,613
274	Oshkosh, Wis.....	15,748	4-20	7,056	10	3,200	57	196	2,197	1,987
275	Racine, Wis.....	16,031	4-20	7,031	8	2,900	57	200	2,069	2,087
276	Watertown, Wis*.....	7,883	4-20	3,361	5	1,100	24	198	1,134	924
	Total.....	11,054,681	.....	3,169,027	4,287	1,160,469	35,683	.....	1,941,133	1,315,095

\* From Report of the Commissioner of Education for 1883-'84.

a These statistics are for the year 1883-'84.

b For the fall term.

c Includes incidental expenses for libraries.

d Includes cost of supervision.

e Assessed valuation.

f Average duration of schools in days.

## statistics of cities, &amp;c.—Continued.

Pupils.	Estimated enrollment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
800	\$40,000,000	\$200,500	2	\$146,000	\$105,100	\$42,000	\$152,500	\$17 58	\$1 19	255
400	7,000,000	88,100	.....	25,865	5,470	14,511	25,735	14 07	2 94	256
1,000	.....	.....	.....	23,719	320	16,118	24,539	.....	.....	257
523	.....	.....	.....	24,676	1,720	16,760	24,500	.....	.....	258
.....	4,000,000	53,900	2.2	19,687	2,245	10,201	16,695	.....	.....	259
326	.....	20,000	1.5	12,206	c3,643	d8,445	12,088	.....	.....	260
337	e9,99,8662	75,000	1.9	39,223	13,263	18,759	39,073	11 98	2 19	261
2,671	e11,543,689	63,000	.....	22,571	450	17,835	21,969	14 51	2 43	262
.....	.....	67,000	.....	23,680	g1,737	16,196	23,330	.....	.....	263
819	e8,600,000	31,500	.....	13,541	1,729	9,050	12,561	.....	.....	264
2,235	e43,241,164	301,081	.....	94,088	4,688	59,044	95,622	10 71	2 29	265
800	30,000,000	303,500	3.5	69,259	8,754	d46,789	65,847	.....	.....	266
520	9,500,000	142,100	10	52,340	19,784	d16,406	46,434	.....	.....	267
.....	5,772,927	58,700	.....	63,381	16,562	11,458	h39,537	.....	.....	268
600	5,000,000	125,500	3.7	24,638	30	15,463	21,540	10 81	3 75	269
300	6,000,000	100,000	4	22,825	350	12,312	19,997	10 79	4 56	270
1,273	12,000,000	133,000	5	96,500	9,876	27,847	48,344	12 55	4 30	271
300	10,000,000	100,000	4.2	23,639	g1,309	d17,873	24,610	11 64	4 38	272
13,010	e70,787,582	863,800	3.5	348,657	.....	171,638	237,819	k14 52	k2 70	273
1,550	e7,276,303	102,500	5.5	55,952	6,134	25,700	42,136	12 93	4 94	274
963	8,242,180	112,000	.....	38,748	272	27,313	38,748	13 66	4 90	275
820	3,000,000	36,000	6	18,997	1,244	7,432	10,510	8 44	1 60	276
404,365	9,003,670,601	108,667,075	.....	36,082,543	5,267,692	19,803,643	33,084,874	.....	.....	

g Includes expenditure for repairs.

j Exclusive of evening schools.

h Total of reported items only.

k For day pupils only.

i Average of the whole number enrolled each month.

## XCVIII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE II.—Average expenses per capita based on daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Newton, Mass.....	\$24 82	\$13 37	Chicago, Ill.....	\$15 18	\$3 07
Oakland, Cal.....	24 52	4 45	Terre Haute, Ind.....	15 15	2 90
Leadville, Colo.....	23 36	11 25	Chelsea, Mass.....	15 14	6 00
Savannah, Ga.....	22 43	1 96	Ann Arbor, Mich.....	15 08	4 75
Yonkers, N. Y.....	21 18	7 83	Louisville, Ky.....	14 96	3 34
Cincinnati, Ohio.....	20 52	3 72	Bloomington, Ill.....	14 92	3 85
New York, N. Y.....	20 51	4 74	Cleveland, Ohio.....	14 92	3 82
Omaha, Nebr.....	20 30	7 80	Portland, Me.....	14 91	4 01
Portland, Oreg.....	20 22	7 19	Fremont, Ohio.....	14 86	3 30
Middletown, Conn.....	20 10	6 20	Jackson, Mich., District No. 1...	14 77	3 53
San Francisco, Cal.....	20 09	3 30	Evansville, Ind.....	14 76	.....
Malden, Mass.....	19 77	8 36	Brooklyn, N. Y.....	14 73	4 52
Cambridge, Mass.....	19 70	6 42	Des Moines (west side), Iowa...	14 68	6 68
Buffalo, N. Y.....	19 59	3 89	Easton, Pa.....	14 66	5 20
Rockford, Ill.....	19 29	6 56	Tiffin, Ohio.....	14 60	5 76
Chicopee, Mass.....	19 28	8 48	Meriden, Conn.....	14 56	2 54
San José, Cal.....	18 39	5 34	Vincennes, Ind.....	14 56	.....
Fort Wayne, Ind.....	18 22	3 17	Lynn, Mass.....	a14 53	a6 37
New Bedford, Mass.....	18 11	6 19	Milwaukee, Wis.....	a14 52	a2 70
Springfield, Mass.....	18 10	6 91	Norfolk, Va.....	14 51	2 43
Lowell, Mass.....	a18 08	a7 76	Muscataine, Iowa.....	14 43	5 67
Columbus, Ohio.....	18 06	7 57	Westfield, Mass.....	14 41	6 34
New Haven, Conn.....	17 96	4 40	Rochester, N. Y.....	14 40	6 02
Orange, N. J.....	17 94	4 74	Springfield, Ohio.....	14 39	9 87
Los Angeles, Cal.....	17 89	6 49	Lockport, N. Y.....	14 39	3 51
St. Louis, Mo.....	17 58	5 05	Rock Island, Ill.....	14 38	4 58
Galveston, Tex.....	17 53	1 19	Fitchburg, Mass.....	14 30	7 44
Dayton, Ohio.....	17 52	.....	Adrian, Mich.....	14 27	6 35
Woburn, Mass.....	17 14	5 91	Peabody, Mass.....	14 21	3 89
New Orleans, La.....	16 67	2 28	Detroit, Mich.....	14 15	5 62
Minneapolis, Minn.....	16 60	4 92	Dubuque, Iowa.....	14 12	5 02
Davenport, Iowa.....	16 59	4 06	Houston, Tex.....	14 07	2 94
Kingston, N. Y. (§ of city).....	16 53	6 56	Moline, Ill.....	14 06	.....
Hamilton, Ohio.....	16 53	4 30	Grand Rapids, Mich.....	14 01	13 60
Worcester, Mass.....	16 48	4 90	Harrisburg, Pa.....	13 84	2 99
Somerville, Mass.....	16 43	6 55	Racine, Wis.....	13 66	4 90
Chillicothe, Ohio.....	16 42	5 06	Steubenville, Ohio.....	13 65	3 97
Indianapolis, Ind.....	16 18	3 53	Weymouth, Mass.....	13 56	5 46
Holyoke, Mass.....	16 06	5 92	Covington, Ky.....	13 55	2 50
Council Bluffs, Iowa.....	16 00	9 03	Auburn, N. Y.....	13 54	4 77
Watertown, N. Y.....	15 91	7 85	Poughkeepsie, N. Y.....	13 49	3 28
Nashua, N. H.....	a15 90	a4 72	Dover, N. H.....	13 43	4 00
Utica, N. Y.....	15 81	5 06	Muskegon, Mich.....	13 47	3 94
Baltimore, Md.....	15 71	4 65	Newark, Ohio.....	13 47	3 42
Albany, N. Y.....	15 58	3 97	Syracuse, N. Y.....	13 45	4 37
La Fayette, Ind.....	15 35	.....	Norristown, Pa.....	13 39	5 93
Richmond, Ind.....	15 28	4 30	Elmira, N. Y.....	13 37	4 93
St. Joseph, Mo.....	15 19	4 97	Taunton, Mass.....	13 33	4 29

a For day pupils only.



TABLE II.—Average expenses per capita based on daily average attendance, &amp;c.—Cent'd.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Binghamton, N. Y.....	\$13 29	\$3 69	South Bend, Ind.....	\$11 48	\$2 71
Nashville, Tenn.....	13 29	2 15	East Saginaw, Mich.....	11 45	4 43
Meadville, Pa.....	13 20	4 97	Augusta, Ga.....	11 40	0 93
Springfield, Ill.....	13 18	6 02	Mansfield, Ohio.....	11 32	.....
Northampton, Mass.....	13 17	5 16	Plattsburg, N. Y.....	11 31	4 00
Lewiston, Me.....	13 17	3 69	Wilkes Barre, Pa.....	11 23	3 17
Ottawa, Ill.....	13 14	6 17	Newport, Ky.....	11 21	2 06
Augusta, Me.....	13 08	7 99	Logansport, Ind.....	11 18	2 81
Scranton, Pa.....	13 06	2 94	Decatur, Ill.....	11 17	3 00
Clinton, Iowa.....	13 00	3 33	Chattanooga, Tenn.....	11 04	1 83
Portsmouth, Ohio.....	13 00	3 08	Bay City, Mich.....	10 90	3 82
Cohoes, N. Y.....	12 99	3 80	Fond du Lac, Wis.....	10 81	3 75
Oshkosh, Wis.....	12 93	4 94	Madison, Ind.....	10 81	3 32
Jeffersonville, Ind.....	12 93	3 04	Janesville, Wis.....	10 79	4 56
Zanesville, Ohio.....	12 88	.....	Richmond, Va.....	10 71	2 29
Gloucester, Mass.....	12 82	5 54	Toledo, Ohio.....	10 66	.....
Elizabeth, N. J.....	12 71	4 14	Peoria, Ill.....	10 59	.....
La Crosse, Wis.....	12 55	4 30	Elgin, Ill.....	10 37	8 61
Allegheny, Pa.....	12 50	.....	Canton, Ohio.....	10 29	.....
Columbia, S. C.....	12 47	1 43	Paterson, N. J.....	10 23	4 07
Akron, Ohio.....	12 40	4 93	Hannibal, Mo.....	10 26	2 42
Sandusky, Ohio.....	12 35	3 90	Leavenworth, Kans.....	10 15	2 62
Pittsfield, Mass.....	12 31	4 77	Cedar Rapids, Iowa.....	10 05	4 79
Galesburg, Ill.....	12 23	2 94	Saginaw, Mich.....	10 03	3 85
Rome, N. Y.....	12 22	3 04	Montgomery, Ala.....	10 00	1 40
Oswego, N. Y.....	12 14	6 81	New Castle, Pa.....	9 88	2 74
Williamsport, Pa.....	12 13	6 06	Lima, Ohio.....	9 81	4 00
Flint, Mich.....	12 07	4 96	Reading, Pa.....	9 76	3 30
Milford, Mass.....	12 07	4 33	Warwick, R. I.....	9 22	0 84
Ithaca, N. Y.....	12 00	3 16	Shenandoah, Pa.....	9 10	3 66
New Brunswick, N. J.....	12 00	2 61	Atlanta, Ga.....	9 10	.....
Lynchburg, Va.....	11 93	2 19	Rockland, Me.....	9 06	2 47
Chester, Pa.....	11 94	2 72	Lawrence, Kans.....	8 60	2 10
Macon, Ga.....	11 87	1 00	McKeesport, Pa.....	8 50	2 67
Quincy, Ill.....	11 84	4 25	Watertown, Wis.....	8 44	1 60
Pawtucket, R. I.....	a11 84	a2 89	Lebanon, Pa.....	8 16	2 00
Philadelphia, Pa.....	11 80	5 25	Altoona, Pa.....	7 77	2 09
Bellefonte, Ill.....	11 80	2 40	Topeka, Kans.....	7 72	2 71
Little Rock, Ark.....	11 76	4 55	Camden, N. J.....	7 35	2 22
Hudson, N. Y.....	11 76	2 15	Atchison, Kans.....	7 10	1 10
Joliet, Ill.....	11 64	4 47	Pittsburg, Pa.....	(\$19 80)	
Madison, Wis.....	11 64	4 38	Norwalk, Conn.....	(17 65)	
Knoxville, Tenn.....	11 63	1 33	Concord, N. H.....	c (10 82)	
York, Pa.....	11 61	3 82	Key West, Fla.....	d (9 42)	

a For day pupils only.

b Based on average number belonging.

c Based on enrollment.

d Total expenses per capita.

## SCHOOL POPULATION, ENROLLMENT, AND ATTENDANCE.

Table II presents the school statistics of 276 cities having each a population of 7,500 or more.

The importance of these statistics may be more fully realized when it is considered that the total population of these cities is more than one-fifth the total population of the United States, and the expenditure for school purposes about one-third of the total school expenditure. The legal school population reported for 247 cities is 3,169,704; the total enrollment reported for all the cities save one is 1,941,166; the average daily attendance reported for 258 cities is 1,315,695, or 70 per cent. of the enrollment in those cities.

Legal school population, total enrollment, and average attendance are all reported for 235 cities, the totals being respectively 3,101,996, 1,693,747, and 1,186,715, or an enrollment equal to 54 per cent. of the school population and an average attendance equal to 70 per cent. of the enrollment. The estimated enrollment in private schools for the cities reporting that item is 13 per cent. of the school population of those cities. This estimate is probably less than the actual proportion, as many private schools are entirely omitted in the calculation; but at least 13 per cent. of the school population should be added to the enrollment in public schools to show approximately the proportion of youth under instruction in schools of elementary grade. This would give for the 235 cities referred to above a school enrollment equal to 67 per cent. of the school population.

As a rule the legal school period in cities corresponds to that of their respective States, and, for reasons stated in the consideration of Table I, the comparison of school enrollment with the legal school population is misleading. As in the case of States, however, so also in respect to cities, the census of youth of 6 to 16 years, which is accepted as a fair basis of comparison, is not generally attainable. For instance, of the ten largest cities of the United States, only four report the census between 6 and 16 years, while in Boston, one of the ten, the legal school population includes only the youth from 5 to 15 years of age.

The following table, drawn from the statistics of these five cities, shows that the comparison of school enrollment with the population 6 to 16 years of age gives a very different impression of the amount of school attendance in the cities from that which is conveyed by a comparison of enrollment with legal school population.

City.	Percentage of enrollment to—	
	School population.	Population 6 to 16.
New York.....	53	87
Philadelphia.....	42	65
Chicago.....	49	68
Boston a.....	91	91
Cincinnati.....	38	52

a Basis in both cases, population 5 to 15.

If to the enrollment in public schools in the five cities specified the estimated enrollment in private schools be added, the ratios that school enrollment bears to the population 6 to 16 are as follows:

	Per cent.
New York.....	103
Philadelphia.....	78
Chicago.....	90
Boston (5-15).....	103
Cincinnati.....	77

A mistaken idea of the regularity of school attendance in our cities is often formed from the unwarrantable comparison of average attendance with total enrollment, whereas the comparison should be made between average attendance and average enrollment, or the total attendance and total enrollment for a specified period.

Examination of the latest returns from 40 cities having each a population above 25,000 shows that the per cent. of average attendance estimated upon average enrollment fell below 85 in but one city, in which it was 74 per cent.; for the remaining 39 cities it ranged from 85 to 99 per cent. This indicates the extent to which the schools maintain the interest of their pupils and the co-operation of their patrons, a matter quite apart from that of securing the attendance of the entire school population.

To sum up the evidence regarding these two distinct considerations, viz, the regularity of school attendance and the amount of school attendance, it appears that in respect to the former the record of our city schools is creditable, but in respect to the latter it is far from satisfactory. It is the opinion of the most competent authorities on the subject that an obligatory law is necessary to secure the attendance of all children at schools. The absence of such a law, or of its efficient execution, is regarded as the chief cause of insufficient school attendance. A second and scarcely less potent cause of the evil is inadequate school accommodation, a matter toward which public attention is gradually turning. I might cite a long list of superintendents and other officials whose recorded utterances confirm these statements, but on account of limited time and space must confine myself to a few extracts from very recent reports.

*From the Report of the Board of Education of the City of New York for 1884.*

The right to compel parents to educate their children is a necessary complement of the duty of the State to provide education for those who desire it. "The State has the same right to compel the ignorant to learn that it has to compel the penurious to pay for that learning." In order to perform its duty consistently with these principles, and pursuant to the Act of the legislature of May 11, 1874, entitled an Act to secure to the children the benefits of elementary education, and its amendments, this board has made provisions, arrangements, rules, and regulations concerning habitual truancy in the city of New York. The children here between the ages of 8 and 14 years who may be found wandering about the streets and public places of the city during school hours, having no lawful occupation, and growing up in ignorance, are compelled to attend the sessions of our schools by the agents of truancy. The principal of every school is required to keep a register of all children between the ages of 8 and 14 years who have been reported to the agents of truancy for the violation of the law, and whenever a truant agent brings to the school any child between these ages who is not registered as a pupil, it is the duty of the principal to enter his or her name upon the register, and all the facts relating to such child as may have been communicated by the agent of truancy. These agents not only apprehend all truants, devoting their whole time to the duties of their office, but certain of them are designated by this board, in the months of September and February of each year, and at such other times as it is necessary, to make an examination into the situation of children employed in manufacturing and other establishments in violation of the laws of 1874 and 1876.

The board now has in its employ twelve agents of truancy, whose entire time is devoted to this work, and who are in receipt of an annual salary of \$1,250 each. During the past year the agents have returned to school 2,247 truants and have placed in school 782 non-attendants. This board, through the agency of the truant officers, has, during the past year, made a school census of the Fifth, Sixth, and Eighth Wards, which sets out the full details of the character of the school population of those wards with refer-



ence to age, color, nativity, and nativity of the parents, of all children between the ages of 5 and 14 years, and which, so far as details of attendance and non-attendance are concerned, may be summarized as follows:

Ward.	Total school population.	Number attending public schools.	Number attending parochial schools.	Number attending private schools.	Whole number who attend school.	Number not attending school.
Fifth Ward .....	2,534	1,766	384	2	2,152	382
Sixth Ward .....	3,342	2,532	402	26	2,960	382
Eighth Ward .....	5,224	3,480	886	49	4,415	809
Total .....	11,100	7,778	1,672	77	9,527	1,573

This census is being perfected, and by its means it will be possible to learn exactly the extent to which parents fail to avail themselves of our public schools and disregard the provisions of the law. The failure to send their children to the schools is confined almost entirely to the cases of very poor or illiterate immigrants, and of the vagrant and criminal classes. Those who are themselves sufficiently educated to know the value of our schools, as well as those who have themselves profited by them, almost invariably compel the attendance of their children for a sufficient length of time to give them a fair educational start at least, and it is believed that the system itself will ultimately render any attempt at compulsory education unnecessary. The people of this city are so generally persuaded that voluntary ignorance is a cause of shame and danger, and that the compelling by any parent of his or her child to remain in ignorance is a crime both against the child and against society, that the power of public opinion is itself to-day almost sufficient to render a compulsory law unnecessary in this community. It is because of this that with so large a school population it is possible to comply practically with the terms and requirements of the law by so small a body of truant agents as the board now finds it requisite to employ.

The insufficiency of school room is itself, in large measure, the cause of the non-attendance of the greater portion of those of our children who are not to be found upon the public school registers. To endeavor to increase the efficiency of our truant agents, and to enlarge in any way the system for the more exact observance of the law for compulsory education, is not only useless, but absolutely harmful, so long as the board is left without the means to provide the requisite accommodations for those children who really desire to attend the schools. Until it is possible to say that not only for every child who desires to go to school sufficient room and facilities are afforded, but that for every child who shall be compelled to go the proper school room is at the disposal of the board, it is in the last degree illogical for the board to make any further expenditure of either energy or money than it at present does in the effort to compel the attendance of delinquent scholars.

*From the Report of Hon. E. P. Seaver, Superintendent of Public Schools, Boston, for the half year ending March, 1885.*

By the school census taken in May, 1884, there were in Boston 66,560 children between the ages of five and fifteen. Of these, 52,932 went to the public schools, 7,319 to private schools, and 6,309 were reported as not having attended any school during the year.

This last number, 6,309, invites some investigation; for it is important to know the causes of such non-attendance, and to discover how well or ill the laws relating to school attendance are obeyed. Let no one hasten to say that 6,309 children in Boston are growing up in ignorance, because the census-taker found that number who had not attended school during the year; but let the facts be examined a little more closely. To any one who will have the patience to do so it will become clear that a very different conclusion is to be drawn.

To begin with, the census books show that 4,357 of these non-attendants were only five and six years of age. With regard to these it is to be remembered that their parents are under no legal obligation to send them to school; and the opinion is quite prevalent that children of those ages are too young to be kept in school-rooms. Although I do not share in this opinion, I own that it is entitled to respect. This class of cases, then, may be set aside without further inquiry; for there is reason to believe that most of the children were well cared for at home, and that a considerable number had good instruction there or in private kindergartens.

Next, there were 846 non-attendants reported as fourteen years old, concerning whom it would have been interesting to know what kept them out of school; but, as the statutory obligation no longer held in their cases, it was deemed unwise to trouble the truant officers with the investigation of questions possessing only a historical interest. On this point it is to be borne in mind that the law is fulfilled the moment a child has attended school for twenty weeks subsequently to his thirteenth birthday. In other words, the statutory obligation may run out—often does run out—when the child is thirteen years and five months old; but the child would be called thirteen years old for seven months longer; so that if he were fourteen years and five months old and had not been in school for a whole year, he still might have complied with the law. In the cases, therefore, of non-attendants reported at the census date as fourteen years old (the months over not being stated), it may or may not have happened that the law was disobeyed; this would only follow necessarily from the two facts of age and non-attendance in those cases where the age was less than fourteen years and five months; that is, by the doctrine of chances in less than half of the whole number of cases. But when account is taken of the invalids, the already sufficiently instructed, and others excepted by the statute, it must be admitted as probable that the cases of real disobedience to the law are less than one-third of the whole number reported. On the other hand, some allowance may be made for cases of disobedience where the evidence does not prove it. On the whole, I believe it entirely safe to conjecture that the cases of real disobedience to the law included among those reported as fourteen years old do not exceed 300 in number.

After the two deductions above noted had been made there remained 1,106 cases of children, from seven to thirteen years of age, reported as non-attendants. More than a third of these—402, to be precise—were reported as seven years of age; but as many of them would soon be eight, it was thought best to give their names with the others to the truant officers for investigation. Accordingly the names, residences, and ages of the whole 1,106 children were copied out of the census-books upon cards, and the cards were distributed to the truant officers, in September last, with a request that the reason for non-attendance in each case be ascertained and reported. The results of this inquiry, to be clearly presented, will necessitate going somewhat into details; but the details are instructive in several ways.

Out of the 1,106 cards issued, 922 were subsequently returned, bearing the truant officer's report in that number of cases. The lack of information caused by the failure to return all the cards relates particularly to Wards 17, 18, and 23. For Ward 13 only three cards were issued, the census-taker apparently having found only three children in that ward from seven to thirteen years of age not attending school. The case of Ward 21 is still more remarkable, the census-taker having found no children of any age who had not attended school the past year. In the other twenty wards the truant officers' reports cover all, or nearly all, the cases reported by the census-taker.

From the analysis of these reports the conclusion is drawn that there were not over 600 children who failed to comply with the law.

*From Circular of Information<sup>1</sup> on City School Systems, prepared by Dr. John D. Philbrick.*

Public instruction cannot be considered as having fulfilled its mission until it secures the rudiments of education to every child. To accomplish this object coercion is necessary. No community has ever been known to secure absolutely universal education without the application of the principle of coercion. It is right to make the schools attractive and use all available moral means to secure the attendance of pupils, but these means have never proved wholly adequate; experience has proved the necessity of supplementing them by compulsion. When non-attendance is due to the dereliction of the parent, then the parent must be held responsible by the strong arm of the law; if the child absents himself contrary to the wish and intention of the parent, then the child must be held responsible. All arguments against compulsion have been triumphantly refuted by accomplished facts.

The rapid growth of city population has made it very difficult for many cities to keep pace in the supply of school sittings with the increase of children waiting to be instructed in the schools. So great is this difficulty in not a few important cities that inadequacy of school accommodations has become a chronic evil. As a mitigation of this evil the makeshift has been resorted to of limiting the attendance of a portion of the pupils to one session a day.

\* \* \* \* \*

<sup>1</sup> Circulars of Information of the Bureau of Education. No. 1, 1885. *City School Systems in the United States.* By John D. Philbrick, LL.D. Washington: Government Printing Office. 1885.



The city of Denver deserves to be mentioned as an example of a very young city of marvelously rapid growth of population, which has courageously and successfully met the demand for school accommodations sufficient for all its schoolable children, and in quality these accommodations are of the first order. Among the cities of the first order Saint Louis may be mentioned as one which has successfully grappled with the problem of school accommodations. In a recent report the president of the board states that the funds of the board "are ample for all necessary school accommodations required now or in the near future. \* \* \* There is now, happily, no question of the financial ability of the board to provide all necessary school facilities." The school law of Massachusetts empowers school boards to provide needed temporary accommodations if their request for the same is not complied with by the municipal authorities. This provision of the statutes has proved a sure guarantee against the evil of insufficiency of accommodations. Where the school board is invested with such authority, it is never necessary to limit attendance to the capacity of the school-houses erected or to submit to the evil of chronic overcrowding.

\* \* \* \* \*

The rapid growth of urban population in all parts of the country has of course rendered necessary a correspondingly rapid increase of school accommodations; and although there are not a few cities where this necessity has been only partially met, on the other hand, in general, cities of all classes and in all sections of the country have made liberal sacrifices to provide the requisite school accommodations.

The acting school visitor of the town of Meriden, Conn., in his report for 1885, complains of a difficulty that is experienced in many places where an obligatory school law is in force. He says:

It is to be regretted that the carelessness of employers makes it necessary, about twice every year, to cause an inspection of shops and factories to be made, to ferret out children who have been taken from school and put to work, contrary to the law of the State. If employers would make it a rule, in every case, to demand the requisite certificate of school attendance *before* employing a child, whether at his own solicitation or that of his parents, almost all this trouble and expense might be saved. There is probably no intention to defy the law, but only a carelessness that suffers the matter to pass unheeded. A rigorous application of the law in a few cases might work a wholesome reform.

An interesting feature of the year's record is the increase in the enrollment and in the average attendance of scholars in the public schools of southern cities; the progress here is not, however, as rapid as it would be if the school provision were equal to the demand.

#### LENGTH OF SCHOOL YEAR.

By reference to Table II, in the Appendix, it will be seen that, omitting Virginia City, Nev., the number of days the schools were taught in the cities ranged from 156 to 220. In Virginia City the number was exceptionally high, viz, 294 days.

#### FINANCES.

The financial status of the city system is very fully set forth in the table of the Appendix referred to above; the columns showing the salaries of superintendents and the cost of supervision are particularly deserving of attention. The salaries of superintendents are reported from 230 cities. In 60 of these the salaries ranged from \$2,000 to \$3,000. In 18, from \$3,000 to \$4,000.

The highest salaries reported are as follows:

Cities.	Salaries of superintendents.	Salaries of assistant superintendents.
Detroit.....	\$1,000	.....
Chicago.....	4,200	\$3,150
Boston.....	4,200	3,750
Philadelphia.....	5,000	2,500
Brooklyn.....	5,000	4,000
New York.....	7,500	4,037



By reference to the part of the table showing the per capita expense of the city schools, it will be seen that no one of the five cities specified reports an exceptionally high rate, so that the payment of liberal salaries to superintendents does not appear to be an extravagant policy.

In connection with the showing of per capita expense it is interesting to note the corresponding figures for certain foreign cities.

In London the cost of the maintenance of efficient elementary schools for the current year was 3*l* 0*s* 3*d* (about \$14.60) per capita of attendance; in Glasgow 2*l* 2*s* 1*d* (about \$10.25); in Edinburgh (1883-'84) 2*l* 9*s* 3*d* (about \$11.50); in Berlin the cost of maintenance of elementary schools in 1884-'85 per capita of attendance was, for teachers' salaries, \$9.15; for incidentals, \$11.09; or a total of \$20.24; in Vienna, 1884-'85, the per capita expenditure was about \$15.72.

#### EXAMINATIONS.

Experience seems to prove that examinations are an indispensable feature of any system of education, but it is of the utmost importance that they should be judiciously conducted and properly subordinated to the true end of education. Several experiments in respect to the conduct of these exercises are reported for the year.

Hon. John B. Peaslee, superintendent of schools, of Cincinnati, in his report for 1885-'86, says:

The subject of examinations and transfers of pupils is one of the most difficult of solution of any connected with our city school systems. A few years ago educators thought that they had found the true solution in per-cented written examinations. Such examinations were held in every subject in which it was possible to hold them. The per cents were posted up in the offices of superintendents, exhibited and commented upon in the different schools, carried around in triumph by the principals, paraded in the daily papers, and published in the school reports. But it has been found that attaching undue importance to per cents leads to the driving and cramming process; to narrow, rut teaching; offers an inducement to teachers to resort to improper devices and expedients, which keep the children from thinking for themselves; to adopt pernicious methods, that contract rather than expand the mind, that retard rather than develop the reasoning faculties. For these reasons there is a growing sentiment in favor of their abolishment. But, on the other hand, it has been found that, where per-cented written examinations have been discontinued in any study, the teachers are apt to neglect the instruction—to let the pupils go over the subject in a slipshod manner, discreditable to both teachers and pupils. Between the two evils the question arises, what should be done? Should we drop the percentage system altogether, or retain it in part? Not seeing my way clear to dispense wholly with the system, I have endeavored, during my superintendency, to relieve as much as possible the pressure formerly brought to bear upon per cents, by not publishing them, by not even requiring the teachers to report them, by attaching very little importance to them, and by throwing them off of object lessons, history, and physics, in the district and intermediate schools—off of studies that had better never be touched than to be taught by the pernicious methods the teachers were compelled to resort to, in order to obtain high per cents in written examinations. And, that these non-percented subjects may not be neglected, I have directed the principals to give especial attention to them, and have required them to make a written report twice a year, not only of the results obtained, but of the methods pursued in imparting the instruction. While, on the whole, there has been great improvement in the teaching, candor compels me to admit that, on the part of many of the teachers, there is still too much driving for per cents, with all its attendant evils, in those branches in which the percentage system is retained, and too little attention paid to those in which it has been abolished. Teachers are conservative. Having once gotten into a way of teaching a subject, it is very difficult to get them out of it, however important it may be to do so. Having once taken a pride in having their classes average in the nineties, it is almost impossible to induce them to adopt better methods and do broader teaching, if thereby their classes would only average in the eighties.

As a rule, the *best* teachers do not obtain the highest per cents from their pupils. Of course on a fair examination in a properly graded school their classes will rank higher, but they will be beaten every time by classes taught by inferior teachers who follow in narrow ruts. Good teachers will obtain good per cents; but to judge teachers wholly

by per cents, as has been so generally done in years past, is to commit an injustice. As my predecessor, Superintendent Hancock, once said: "Per cents show some things, but they do not show all." The methods pursued in obtaining the per cents are the important factors.

Again, much injury to the schools has resulted from the great importance put by trustees, principals, and teachers upon passing *all* the pupils remaining at the close of the year in the highest grade of the district and in that of the intermediate schools; that is, upon passing pupils from the district to the intermediate, and from the intermediate to the high schools. In a school justly graded and properly taught, from 80 to 90 per cent. of the pupils in these grades should pass a successful examination upon the questions usually submitted. To pass more than 95 per cent. upon a fair examination is *prima facie* evidence that the teaching or the grading (probably both) is bad.

Hon. H. B. Dall, superintendent of schools, Oshkosh, Wis., reports that the semi-annual system of examinations and promotions has been changed for the annual system, so that now the plan is uniform for the five largest cities of Wisconsin. Written examinations have been discontinued in a number of cities; though the general experience tends to prove that when judiciously conducted they are beneficial, at least in the higher grades.

#### SPECIALIZING INSTRUCTION.

In Newport, R. I., an experiment has been made in the direction of specializing the teacher's work, with reference to which Superintendent Littlefield says in his report for 1884-'85:

In the first two grammar classes, which occupy adjacent rooms connected by a doorway, the departmental plan of instruction has been continued, whereby each teacher, passing to and fro, instructs both classes in certain subjects. The plan greatly economizes the teacher's time and strength, enabling her to present her few subjects most exhaustively and entertainingly. There is no substantial reason why the same plan should not be tried in the two second classes, occupying as they do similarly situated rooms.

#### AN EXPERIMENT IN DISCIPLINE.

At the suggestion of Hon. A. J. Moulder, superintendent of schools, San Francisco, Miss Hannah Cook, principal of the Pacific Heights School of that city, gives the following account of the operation and effects of an experiment in school discipline known as the department class. Her statement is embodied in the superintendent's report for the year ending June 30, 1885.

The original germ of the class came into notice under the board of 1882, when I assumed control of the so-called Jackson Street School. The chairman of the classification committee, upon my report, gave me an extra teacher for 26 pupils, when the whole school numbered but 145. These 26 were of such a type that the necessity of their segregation was admitted, and this was considered by the board the best aid they could render.

In September, 1884, on moving into the new building, the attraction of a new house drew largely on the floating pupils of neighboring districts, and a large class gathered in our building, representing some of the most dangerous characters I ever dealt with, including representatives all the way from the accredited street gangs to the milder type of Young America at the head of the family. At this time, by accident, I was brought before the joint committees of classification and rules, when I made a statement of affairs in my building, and especially of this disturbing element. You will recollect you very readily entered into the idea, and, after a brief review of similar cases in our public schools, made the motion, which was at once seconded, that a department class be formed. A teacher was appointed to take charge of it, and from that time till the present the class has shared my constant attention, I feeling convinced it would ultimately solve the great problem of our schools. And let me say right here, an innovation so marked would naturally raise opposition, especially from those who had contributed largely to it; but in very many cases the more intelligent parents, on seeing the practical benefits to their own children, have voluntarily given me their unqualified support.

The entire enrollment has been 86. They have been divided as follows: 33, tiring of us and being at liberty to leave, took their departure and probably now report in other schools; 34 have so far changed their minds (which means conduct) that they have again



joined their former classes; the remainder still are trying with differing success to be good children—a small fraction of these will probably never succeed, though hope is always held out to them.

I consider the class no longer an experiment; under certain conditions certain results can certainly be predicated. It seems at once to solve the problem of the rod. The whole thing is simply this: that the deportment of scholars should be classified as carefully as their scholarship, and for the same reason; and I speak safely when I say that the failure of either classification will subvert the other. Many of these children, on their first trial, regain their lost seats and never return to the class; more fail and need a second chance; few take three trials, they feeling and we knowing it to be useless. The lessons are the same daily as their classmates are pursuing, so no time is lost; and as they are usually the most "brainy boys," they frequently distance their old classes, and only lose again through their own bad conduct, which takes the teacher's time. The best of feeling always exists between these children and their teacher, they have confidence to believe she too is hoping they will reach their classes again, and we frequently hear and know of marked expressions of gratitude to her for her endeavors in their behalf.

This class acts as a constant but quiet check over all the other classes, and so, while reducing punishment to a minimum, gives the most happy results in scholarship to the entire school.

Though our school has the disadvantage of being new and partially formed, as compared with older institutions, I feel that the united testimony of my teachers and my closest observation for the past year in regard to the benefits to the school cannot be very incorrect. The teachers teach, the children learn, and the deportment pupils try and frequently win. The corporal punishment possible in the ordinary class-room gives a weight to a misdeed greater than to many good ones, and the distraction of *many worthy minds* on account of the misdeeds of *one*. This should not be. Another objection to punishment is that, instead of the misdeed being *prevented*, it is actually *accomplished*, and the following punishment gives the whole affair the air of a sort of *quits* on both sides, after which they (the teacher and pupil) are again ready to enter on another skirmish; and so the days and deeds follow through all our schools.

Discipline which is not self-government does not deserve the name; and when the culprit finds he has to deal with himself instead of a second person, that his success is a direct measure of his personal exertion, and that no teacher can cancel his bad conduct by punishment, then, and then only, will he try to help himself; and all this necessitates a separate room and irregularity of time.

A teacher might as well try to make a child grow physically by taking his meals for him as to make him grow mentally or morally by depriving him of those conditions on which mental or moral fibers thrive; 'tis a personal matter, and admits no second party.

The importance of our city systems of public schools, and the constant inquiry respecting them on the part of school officers and teachers all over the world, led to the publication by this Office of a special circular of information, entitled "City school systems in the United States." (See note, p. CIII.) It was prepared by Dr. J. D. Philbrick, whose opinions were eagerly sought wherever popular education is a subject of national interest.

This circular has been in great demand, and it is in the hands of a large number of those in our own and other countries practically interested in the subject of which it treats; but as the information that it contains is brought up to date, I deem it advisable to present here the following extracts having reference to topics of current interest:

#### SUPERVISION.<sup>1</sup>

In nearly all cases the school board is aided in the care and management of schools by a superintendent. This officer generally depends on the board for his election and acts subject to its control. He is selected as an educational expert, having usually received a liberal education, having had successful experience in teaching, and having acquired, by observation and study, information more or less extended as to approved methods of instruction and school economy in its various departments. He is required to devote himself wholly to the interests of the schools under his charge. His tenure of office is precarious, being subject to an annual or at best a biennial election. Perhaps in a very

<sup>1</sup>In connection with this subject, see also table (p. CXVI) showing term of service, mode of appointment, compensation, etc., of the superintendents of a large number of cities.



few exceptional cases the period of tenure is a little more extended. The salary in general does not differ materially from that of the principal of the high school, though probably in the majority of cases it is somewhat higher. In a few cities no superintendent is employed, the entire supervisory and directing service being performed by the members of the board. Such cities are justly regarded as being behind the times. Until recently the great city of Philadelphia belonged to this exceptional category. There are still belonging to it three cities of considerable importance in Essex County, Massachusetts, ranging in population from 13,000 to 27,000. In a vast majority of the cities a single superintendent is employed. In all the cities of the first class, however, with possibly one exception, one or more assistant superintendents are employed. The number of assistants in New York has risen to seven. In cities of the second class, also, assistant superintendents are beginning to be employed.

The duties of the superintendent are prescribed by the board, and are usually set forth in considerable detail in the rules and regulations. He is commonly regarded as the chief executive officer of the board, although this idea of the functions of his office is seldom, if ever, declared in prescribing its duties. The essential duties of the office are everywhere substantially the same, although in matters of detail there is considerable diversity among the city systems. The first permanent city superintendency was established in Providence in 1840. The duties prescribed for this officer I have not the means of knowing. One of the first cities to follow this example, although at a distance of more than a decade, was Boston, and at the head of the list of duties prescribed for the new officer was this:

"He shall devote himself to the study of our school system and of the condition of the schools, and shall keep himself acquainted with the progress of instruction and discipline in other places, in order to suggest appropriate means for the advancement of the public schools of this city."

Thus clearly and definitely was enunciated at the outset the highest and most characteristic function of the city superintendent as a professional expert in matters pertaining to public instruction. The supreme importance of this requirement has very generally been recognized by school boards in prescribing the duties of this official.

The duties of superintendents vary considerably according to the size of the system in charge; but personal supervision of the instruction and discipline and of the internal economy and management of the schools are the common requirements of superintendents in cities of all classes. In the smallest cities, the superintendent, being the only agent of the board, is necessarily a man of all work. He not only acts as adviser of the board and of its individual members, and supervises, inspects, and examines the schools, but he has to provide, under the direction of the board, for all the material wants of the school. He superintends the repairs on the school-houses and assists in devising plans for new ones; he attends to the providing of fuel; he procures and distributes the supplies, not only of materials and apparatus for instruction, but also brooms, mats, dippers, and such like; audits the bills; prepares the pay rolls of teachers; acts as the secretary of the school board, and makes an annual report exhibiting the progress and condition of the schools. The usefulness of an energetic officer in such a situation, with the versatility of talent requisite for such varied duties, can scarcely be overestimated. In cities of a larger size, the specialization of the executive work is begun by the employment of additional agents for such branches of service as do not require the qualifications of an educational expert. This specialization goes on with the increase in the size of cities, the functions of the superintendent being correspondingly restricted until, in the very largest cities, as in New York, for example, his duties are mostly limited to what pertains to instruction, discipline, and school management. And even here—that is, in the large cities—we find again further specialization, not only in the employment of assistant superintendents, as above noticed, but also in the employment of special experts, as superintendents and directors of certain branches of instruction, such as modern languages, penmanship, drawing, gymnastics, singing, vocal culture, etc., these specialists being of course subordinate to the superintendent.

The one specific and comprehensive duty expected of every superintendent is to see, so far as practicable, that all the rules and regulations of the board are faithfully observed, not only by the pupils, but by all teachers and employés within the sphere of his authority.

A further analysis of the subject shows that city systems differ, not only in the range of the duties assigned to the superintendent, but in the very considerable diversity which exists in respect to the degree of power and authority with which this officer is invested; and this difference in respect to the limits of power is found to exist even where the sphere of duties is substantially the same. For instance, the superintendents of Boston and St. Louis are alike chiefly occupied with matters pertaining to instruction and school

management, but the superintendent of the latter city practically exercises much larger powers than the superintendent of the former. He performs the duties and exercises the powers to a large extent which are assigned in the former, and indeed in most cities, to subcommittees on individual schools or districts. In connection with the committee on teachers he nominates candidates to fill vacancies in the corps of teachers and transfers both teachers and pupils from one school to another, and this means that practically the chief responsibility of this important part of the administration is in his hands.

\* \* \* \* \*

There is no longer occasion to seek arguments to prove the expediency of employing expert supervision of city systems of schools. The day for that service to the cause of education is in the past. That the superintendency has been the most effective instrumentality in bringing about the existing advanced condition of things in our city systems is beyond a doubt. Men of exceptional ability and devotion have been employed from time to time, in some cases for a series of years, in the more conspicuous situations in different sections of the country. These men, by their practical wisdom, their indefatigable labors, and their unselfish devotion to the best interests of the schools under their charge, have afforded noble models for imitation, whose widespread influence has largely inspired and shaped city supervision throughout the country. In a large number of less prominent positions, and even in humble places, superintendents possessing in no small measure desirable qualifications have been secured and retained for a longer or shorter period. But we are a long way yet from perfection in the matter of supervision. Too many school boards, through incompetence or indifference to the public interest, have employed superintendents of inferior qualifications. Incompetent teachers and inefficient schools are the inevitable result. Like produces like: as is the school board, so is the superintendent; as is the superintendent, so are the schools. It is hardly too much to say that the chief use of school boards is to get and retain and sustain good superintendents. Forty years ago there were no city superintendents, or next to none. Instruction in city schools then was scarcely better than instruction in country schools. The immense superiority of city instruction over country instruction at the present time is due mostly to the introduction of supervision. But the capabilities of this instrumentality have thus far been but partially utilized. Public sentiment should hold school boards to the strictest accountability in the choice and treatment of superintendents.

#### FREE TEXT-BOOKS AND STATIONERY.

Gratuity of text-books and stationery is the natural and inevitable sequel to gratuity of tuition. Indeed, a system of instruction cannot be properly reckoned as free which does not supply free books as well as free tuition and free accommodations. Something may be said to the purpose against every possible arrangement. The opponents of this provision tell us that it is communism. The only proper answer to this charge is that gratuitous instruction is in exactly the same sense communism. They say that it is detrimental to the development in the pupils of the spirit of self-reliance. To this assertion the reply is that the same objection has been urged against free tuition, but experience has shown it to be without foundation. Moreover, it is said, the pupils will not take proper care of the books which they do not own. Experience refutes this assertion, too. In fine, it is claimed that it is a good thing for pupils to own their books and keep them after leaving school as mementos and for the purpose of reference. This is no doubt a just claim, but it is of little importance compared with the great advantages of free books. The two chief arguments in favor of free books are (1) the economic consideration: the saving of expense and the great saving of the time of the teachers and pupils; (2) the moral consideration: an invidious distinction between the children of the well-to-do and the indigent, as far as school provision is concerned, is obliterated. The policy of furnishing free books was long ago adopted by New York. Its success here has led to its adoption in a number of other cities, and it appears to have been generally approved wherever it has been applied. In Philadelphia the average yearly cost for each pupil has been less than one dollar. At the recent session of the Legislature of Massachusetts, 1884, an act was passed requiring all the towns and cities in the State to furnish all the pupils in the public schools with free books and stationery. There is, however, one danger to be guarded against to which the free-book system is liable, namely, that school committees may be tempted to permit the principals of schools to select text-books from an approved list, as is the case in New York City, instead of requiring an absolute uniformity in all the schools of the same city or town. The Massachusetts act referred to is defective in not embodying this safeguard. There can be no doubt that ultimately gratuity of school books will be coextensive with gratuity of tuition, as they



rest on one and the same foundation, and a conclusive argument in favor of one is equally conclusive in favor of the other.

"Remove all possible distinction between the children of the rich and the children of the poor man. Let the children go into the school-house that is free for all of them. And the teachers—they, too, are free, certainly. But why withhold the books? So the legislature said there shall be free text-books for all the children of this Commonwealth. Those are good things and they are in the laws."—(Extract from a speech by His Excellency George D. Robinson, governor of Massachusetts.)

#### GYMNASTICS.

Within the last twenty or twenty-five years the physical exercises commonly called free gymnastics have been introduced into a great number of city schools. By free gymnastics is meant such exercise of the muscles of the limbs and trunk as is practicable without the aid of any apparatus whatever. These exercises are taken by pupils either in their seats or in a standing posture; and marching, which may be regarded as an exercise in free gymnastics, is much practiced. To a certain extent simple apparatus, such as wands and dumb-bells, mostly of wood, are used. In some cities use has been made more or less extensively of a system of vocal gymnastics. This system comprises the special exercise, development, and training of the muscles employed in respiration and the production of vocal sounds. It aims particularly to promote expansion of the chest and the habit of fully inflating the lungs in breathing. All these physical exercises are good in theory, and good in practice too, if given with skill and discretion by the teachers. It is desirable that some form of free gymnastics—that is, the most appropriate muscular exercises without apparatus, which are sometimes called calisthenics—should be introduced into schools of all grades. Great care should be taken, however, that the exercises should be of the right kind and taken in the right way. They should be supervised and directed by competent experts.

But physical exercises of this description are not sufficient; no city system of schools can be considered as up to the standard of the day that has not gymnasiums and teachers of gymnastics sufficient for the pupils of all grades. It is to be regretted that no one of our American cities can be named where such provision exists. A few high schools, as elsewhere stated, are provided with commodious and well equipped gymnasiums, but high school gymnasiums of this class, or indeed of any description, are few and far between, while gymnasiums for grammar and primary schools are, it is believed, wholly wanting. This is a grave defect in our city systems of education. It precedes logically the hand training about which so much is said at present. If the history of education has made anything certain, it has made it certain that the gymnasium is an essential appendage of the school-house. It is well known that Germany took the lead in making gymnastics one of the branches of public instruction. Physical training was introduced into the public schools of Germany in the early part of the present century as one of the essential means of the regeneration of the nation. After Sadowa the statesmen of Austria followed the example.

#### TENURE OF OFFICE OF TEACHERS.

In our country we have \* \* \* undertaken to develop and build up an efficient system of instruction while acting on the assumption that the teacher cannot be recognized as having a claim to any ownership in a position of service.

In our system, therefore, there has been provided as yet no solid foundation upon which to build up a desirable status for the teacher; consequently little has been done to environ the teacher's office with the subsidiary guarantees requisite to constitute a career of teaching service. This condition of absolute insecurity and dependence in respect to position is necessarily compensated, in some degree, by the rate of salary. In fact, our system, instead of taking permanency of tenure as the point of departure from which to develop a competent teaching corps, in accordance with the opinion and practice prevailing in all other enlightened countries, has relied primarily and mainly upon compensation in money as the mainspring in the scheme for securing the desired teaching service.

I cannot help thinking that this uncertainty of tenure, this absolute dependence of teachers, both in respect to livelihood and reputation, upon the will of local committees, is the most serious defect in our school system. Reform in this particular is most urgently demanded; not that, as a matter of fact, teachers are displaced by wholesale when the annual election comes round, but because they are all liable to displacement



by this process. The actual summary dismissals without just cause are not numerous, but even in the best managed city systems they occur with sufficient frequency to inspire too many of the teachers who are spared with a sense of humiliation and insecurity.

But the effect produced on the minds of the mass of teachers by unjustifiable removals through the machinery of the annual election—our barbarous school guillotine—is, perhaps, less pernicious and regrettable than the effect resulting from what is sometimes called the “blackballing” process. A teacher is said to be “blackballed” when he has failed to receive a full vote at the election. It is no uncommon thing for the best of masters to be elected by a small vote, for which no possible reason could be assigned except that they had some individual opinions with regard to educational matters. What could be more disheartening to a corps of teachers than such unjust treatment? Capable men hasten to quit a situation which exposes them to such humiliation. To render the permanent tenure effectual, it must be accompanied by a permanent, that is, an irreducible, salary, as control of salary is virtually control of tenure.

We know what the objector to this plan will say: Your permanent tenure, with its irreducible salary, constitutes without doubt a desirable status for the teacher, providing the rate of salary is not too low. Whatever other tribulation may await the teacher, he has no longer any risks to run; he has no longer to submit to an annual humiliation in the shape of an annual election; his reputation and his living are no longer at the mercy of incompetent or prejudiced school officers; his status is invested with dignity and independence; he can hold up his head like a man and look the whole world in the face. But in all this what have you done but shift the risk from the employé to employer, from the teacher to the public? You have insured the teacher against risk, but what guarantee has the public that the teacher will do his duty when he has no longer the fear of losing his situation to act as a spur to effort? Are not the annual election and the power of summary dismissal necessary means of stimulating teachers to vigorous and sustained effort and of removing those who are delinquent and incompetent? and, besides, is not this permanency of tenure contrary to the spirit of our free institutions and too un-American to find favor with us?

To these questions, which embody the substance of all that can be said in favor of annual election and the power of summary dismissal, it may be said in reply: First, that the precarious tenure has not been found necessary for the end in view in any other enlightened country on the globe; and, second, in our own country the annual election is unknown outside of the public school system, so that this odious annual election has no place in the civilized world except in the public schools of the United States. But it is not denied that the public should be guaranteed against risk as well as the teacher. In the adjustment of compensation and service the relation of risks must always be taken into account. In this case the guarantee of the public against risk is perfectly feasible, as experience has satisfactorily proved.

This guarantee consists of six distinct provisions:

(1) A thorough professional training of teachers in normal schools suited to their destined functions. This is necessary as the primary guarantee against the appointment of teachers without the requisite qualifications. And it is evident that the State could afford a more liberal expenditure for the education of a teacher who is to serve the public thirty or forty years than for the teacher who is to serve only three or four years. Only a small fraction of the teachers now engaged in the service are graduates of normal schools, there being no one State that has not recoiled before the task of securing to the whole body of teachers a professional education; and this is because of the very great number of teachers which teaching as a temporary employment necessitates.

(2) Another guarantee should be provided by a system of examining and certifying teachers by experts wholly under the control of the central authorities; besides, the local certificate, the only one, with few exceptions, now issued, does little for the establishment of the standing and reputation of the holder. But a certificate granted by the central authority, and valid throughout the State, would create a professional rank and standing which would elevate the status of the holders.

(3) As a third condition requisite to the permanent tenure, probationary service must be provided for. The candidate must not only have his certificate, but he must prove his capacity by actual service in teaching before he can claim a definitive appointment. The period of probation should not be less than two years and it might well be three or four. The judgment on the result should be rendered by one or more approved experts. If a further guarantee against failure is deemed expedient, it may be obtained by an examination at the end of probation, bearing especially on the practical work of the school room.

(4) As to the choice to be made among candidates thus prepared, the most judicious method appears to be for the superior school authority to nominate three or four candi-

dates, having regard both to seniority and merit, and that the selection from this list should be left to the local committee.

(5) Provision for a suitable hierarchical situation for the teacher. Such a situation would comprise a competent supervision and the other means requisite for stimulating the teacher to the best efforts, by recognizing his worth and rewarding his merits; and such a situation would also comprise the necessary machinery for administering just and salutary discipline in cases of delinquency. In France the hierarchical situation is so well contrived that the young man of talent, entering upon his career as primary teacher in the remotest mountain hamlet, may hope to reach, by well earned promotions, the principalship of a metropolitan school, or to become director of a normal school or even inspector.

"It is the function of a good administration," says the eminent Belgian publicist and educator, Emile de Laveleye, "to seek by fixed rules, which science indicates, to ascertain merit and to class individuals according to their aptitudes; then there would be an end of solicitations, of subserviency, of intrigues, of protections, of favors, of injustices." And this is the paradise for which the teacher prays. He wants to feel that he owes his position to his merit, and not to favor, and to be sure that his efforts will be appreciated and recompensed. It is, perhaps, in vain to hope that the public school teacher's pathway may be strewn with roses; hitherto it has been too much hedged up with briars and thorns: but the supreme misery of his lot is to be judged by incompetents. This would necessarily be mitigated by the better supervision which the permanent tenure would require.

(6) A retiring pension is requisite, not only as a security for old age, but as a means of rendering practicable the retirement of the aged and fatigued public servant without reflecting on his reputation or abandoning him to destitution.

These six conditions are logically involved in the full and complete application of the principle of fixity of tenure. Moreover, they are at the same time the means of producing an equilibrium of risks and authorities which experience has proved to be indispensable to the most efficient, economical, and harmonious working of a school system.

In every point of view this reform in our system seems to me fundamental in its importance; all others are but secondary, subordinate, accessory. It may seem to the timid to be a bold undertaking, but it is not more bold in the present circumstances than the project of State normal schools or the project of a State board of education fifty years ago. Every epoch has its peculiar tasks. This reform I verily believe to be the task of the hour for the friends of educational progress. Public sentiment is now everywhere drifting in this direction. In the powerful movement which has been begun to reform the civil service I see plainly the dawning of a new and better day for the public school and the public school teacher. The press is daily teeming with arguments for this cause, for the principles of a good civil service are essentially the same as the principles of a good educational service. Hence the achievement of the civil service reform will prepare the way for this reform. The spoils system and the annual election are twin barbarisms, and with the abolition of the former the latter must go.

But permanent tenure is not to be brought into successful operation by a single legislative act. This radical reform must be reached by a series of steps. Initiatory steps have already been taken in various quarters. It is worthy of mention that, at a late session of the Massachusetts legislature (1874), the chairman of the committee on public service offered to include the teaching service in the provision of the civil service reform bill reported by this committee. This reform must begin practically in the cities and larger towns. Teachers have their duty in connection with this task. Everywhere they should pour in their petitions and memorials upon the legislatures throughout the country, and do their share of the work in creating a public opinion which shall demand this reform.

To our metropolitan city belongs the credit of taking the lead, and of setting a good example to cities of less importance, in respect to the reform in the tenure of office of teachers. In New York the position of the public school teachers is reasonably secure. This security is provided for in the law creating a department of public instruction for the city and county of New York. In the first place, teachers are elected once for all, presumably to serve during efficiency and good behavior. There is no recurrence of election whatever. The barbarism of annual election is utterly unknown in the system. There are three modes of removing teachers: (1) By the board of education, upon recommendation for cause by the city superintendent, or a majority of the trustees for the ward, or a majority of inspectors for the district; but not without a three-quarters vote. (2) The board of trustees for the ward, by the vote of a majority of the whole number of trustees in office, may remove teachers, other than principals and vice-principals, provided the removal is approved in writing by a majority of the inspectors of the district; but the teacher so removed has the right of appeal to the board of edu-



education, and may be reinstated if the board so decides. (3) By revocation of license by the city superintendent, for cause affecting morality or competency, and the written concurrence of two of the inspectors of the district in which the teacher is employed, the teacher having the right of appeal to the State superintendent and the revocation taking effect only after the confirmation of the State superintendent. In short, the principle of fixity of tenure is fully recognized in the New York system. There is no such thing as summary dismissal or arbitrary removal. The teacher once appointed is not subject to removal except for cause touching his morality or competence, upon charge of responsible officers and sustained by competent evidence. And thus the fundamental-requisite for a good status for the teacher has been provided.

On the other hand, in the Boston school system, the oldest in the country and that which has been most commonly ranked with New York as a representative system, the teachers hold their position by a tenure as insecure as it can well be made. In the infancy of the system the famous Master Cheever was inducted into the office of principal of the Latin School with much pomp and ceremony. He had come to stay; and he did stay until "time took him off," after he had got well into the nineties. He had probably never heard of the absurdity of electing schoolmasters annually; but in an evil day some short-sighted reformer introduced this bungling contrivance of getting rid of incompetent teachers, and, as time has gone on, the condition of teachers in respect to security of position has grown worse instead of better. There is nowhere, either in statutory provision or in the by-laws and regulations ordained by the school board, any recognition of the principle that the teacher has any right to continuance in the service, no matter how unexceptional in conduct or capability. Every principal is liable to be dropped from the service at the end of the year unless he obtains the votes of a majority of the whole number of members of the board, this majority being the legal quorum. Hence, the loss of a single vote would cost the master his place, if there happened to be only a quorum present at the time of voting. The case of the subordinate teachers is still worse. Unless nominated to the board by the majority of their district committees, their re-election is not even considered by the board. In fact, no teacher is accorded the right of being notified of any intention to drop him from the service, and, when dropped, has no redress, not even the poor satisfaction of being informed for what cause he has been deprived of his means of livelihood.

This precariousness of tenure has been aggravated and rendered less endurable by the system of supervision inaugurated by the supervisors, described in another part of this report.

Reform of this feature of the system, which has been so discouraging and demoralizing to the teachers, has of late been considerably agitated, and it is to be hoped that the time is not distant when not only in the Boston system, but throughout our city systems generally, teachers will be made secure in their situations during efficiency and good behavior.

The citizens of Brooklyn, Jersey City, and Newark are reported as having taken the advanced position, by the side of New York, in reforming the tenure of office of teachers. The superintendent of Jersey City, Mr. George H. Barton, writes as follows:

"Teachers once appointed in this city hold office during the will of the board or during good behavior. One or two principals have held their positions for thirty years. Teachers can only be removed for cause after a fair trial."

Superintendent William N. Barringer, of Newark, says:

"Our teachers are all appointed during good behavior and cannot be dismissed except for good cause. We settle them for life."

#### ADMINISTRATION.

The schools of cities are controlled and managed by local boards, variously designated in different sections of the country as school committees, school visitors, school directors, school trustees, school commissioners, and school boards. These boards differ not only in name, but they differ very considerably in respect to number, mode of election, tenure of office, powers, and duties, but for the most part they directly represent the opinions and will of the people themselves in reference to the maintenance and condition of their schools. The American school system is largely founded on the idea of local competency in the management of educational affairs; hence the most important factor in the success of city systems is found in the character of the school boards; and there is no one problem connected with the economy of these systems so important and so difficult of solution as that of securing competent school boards. In Prussia they say, "As is the teacher, so is the school;" in Holland they say, "As your inspection is, so is your school;" with us it would be more fundamentally true to say, "As is your school board, so are your



schools." Nobody denies that the men chosen to serve on a city school board ought to be the foremost citizens in respect to intelligence, integrity of character, public spirit, sound judgment, and social standing. In practice it has been found extremely difficult to reach this standard. The school boards are probably few and far between among whose members there are not some persons unqualified for a trust of such importance. This office is not unfrequently used by young politicians and old politicians of the inferior order as a stepping-stone to coveted political places. In too many instances it is sought for by patientless doctors and clientless lawyers as a means of professional advertising. It is too often traded off by politicians, for assistance in running the political machine, to incompetent persons, who are gratified by the local notoriety which it affords. And yet, on the whole, great credit must be accorded to our city school boards: the great and undisputed success of the city systems, generally speaking, is the measure of their merit. The worthy and the competent have far outnumbered the unworthy and incompetent. The roll of every school board bears the names of members who deserve the lasting gratitude of their fellow-citizens for their faithful, self-sacrificing, judicious, and persevering labors in behalf of the public school interest.

All boards, with perhaps the exception mentioned below, are probably alike in one particular, namely, in being limited by law, or by the action of some other city authority, as to the amount of money they may expend for school purposes. The school boards of Massachusetts, though invested with less power in some respects than those in some other sections, possess one power which is peculiar and highly important: they have the right to determine absolutely the number, the grade, and rates of salaries of teachers, without regard to the amount appropriated for this purpose by municipal authorities. On the other hand, the municipal authorities have the power to stop school expenses and close the schools at the end of six months in each year if they think the scale of expenditure is too high for the approval of the popular will. This balance of power, which has long been a feature of the school system, has worked most satisfactorily, giving to the board sufficiency of independence in the matter of expenditures and to the administrators of the public revenue the power to check any extravagance on the part of school boards. This wise, far-reaching, and fruitful provision is doubtless one of the very best features of the system. The result has been a liberal support of the schools, while the tendency to extravagance on the part of school boards and the tendency to parsimony on the part of city councils have been kept under wholesome restraint. As a matter of fact, the schools have in no case been actually suspended from lack of funds.

Another important power which is believed to be peculiar to the school boards of this State is that of providing school accommodations temporarily without regard to municipal appropriations therefor. The result of this power is that, as a rule, no children are deprived of schooling from lack of school accommodations.

School boards may be divided into three classes respecting their power in purchasing sites and building school-houses, namely: (1) the class exercising all the power in purchasing sites and building school-houses, (2) the class which divides this power with the city council, (3) the class which has no authority whatever in providing school accommodations.

St. Louis affords an example of the first class; Chicago and Boston, of the second class; Philadelphia and Hartford, of the third. In Chicago the sites are purchased by the city council; the rest is done by the school board. In Boston, until 1875, the school board had no authority in determining the location or character of the school-houses; since that date they have had the veto power, both in respect to location and plans, and this division of power has thus far proved very satisfactory. Had this veto power been given twenty years earlier, the four-story school-houses in that city would have been fewer.

The history of city systems of schools makes it evident that in the matter of administration the tendency is towards a greater centralization and permanency of authority, and that this tendency is in the direction of progress and improvement. No doubt excessive decentralization of administration has been one of the chief obstacles to improvement in every department of our free school system.

#### THE TEACHING OF VOCAL MUSIC IN PUBLIC SCHOOLS.

At the request of the Music Teachers' National Association this Office, in the spring of 1885, made an investigation as to the amount and kind of vocal-music teaching in the cities and principal towns of the United States. The results, so far as attained, formed part of an address delivered at the annual meeting of that association during

the summer. I design further to co-operate with the purposes of the Association by completing at least this part of the inquiry, and by publishing the statistics with several useful articles relating to the teaching of singing in our public schools as a circular of information.

## CITY SUPERINTENDENTS.

The following table, compiled from recent returns to this Office, exhibits the details regarding the mode of appointment, term of service, etc., of the superintendents of a large number of cities.

Service, compensation, &amp;c.,

NOTE.—× indicates an

	City.	Name.	Superintendent.					Salary.
			How appointed.			Length of term in years.	Expiration of term.	
			By popular election.	By school board.	By board of school visitors.			
	1	2	3	4	5	6	7	8
1	Los Angeles, Cal.....	W. M. Friesner.....		x		1	July 1, 1886	\$2,000
2	Oakland, Cal.....	Fred. M. Campbell.....	x			2	Apr. 6, 1883	2,400
3	Sacramento, Cal.....	M. R. Beard.....	x			2	Jan. —, 1888	2,700
4	San Francisco, Cal.....	A. J. Moulder.....	x			4	Jan. 5, 1887	4,000
5	San José, Cal.....	L. F. Curtis.....		x		(c)		1,500
6	Stockton, Cal.....	Frank Laning.....	x			2	Jan. 1, 1888	1,500
7	Bridgeport, Conn.....	H. M. Harrington.....		x		1	July 1, 1886	2,500
8	Hartford, Conn.....	W. Waldo Hyde.....			x d	1	Oct. —, 1886	1,000
9	Middletown, Conn.....	William E. Hurlbut.....		x		1	Sept. —, 1887	2,000
10	New Britain, Conn.....	J. N. Bartlett.....		x		1	Oct. 1, 1886	500
11	New Haven, Conn.....	S. T. Dutton.....		x		2	Sept. 1, 1886	3,000
12	Norwalk, Conn.....	Benjamin J. Starges.....		x		1	Oct. —, 1886	125
13	Norwich, Conn.....	Nathan L. Bishop.....		x		1	July —, 1886	2,250
14	Meriden, Conn.....	J. H. Chapin.....			x	1	Oct. —, 1886	800
15	Wilmington, Del.....	David W. Harlan.....		x		3	May 31, 1888	1,600
16	Washington, D. C.....	William B. Powell.....		(e)		(e)	July 1, 1887	2,700
17	Key West, Fla.....	Horatio Crain.....		(f)		2	Dec. 1, 1887	5400
18	Atlanta, Ga.....	W. F. Slaton.....		x		1	July 1, 1886	2,600
19	Columbus, Ga.....	A. P. Mooty.....		x		1	July 1, 1886	1,600
20	Macon, Ga.....	B. M. Zettler.....		x		1	Oct. 1, 1886	2,000
21	Savannah, Ga.....	W. H. Baker.....		x		(c)		2,800
22	Alton, Ill.....	R. A. Haight.....		x		1	June 25, 1886	1,500
23	Belleville, Ill.....	Emil Dapprich.....		x		1	July 31, 1886	1,200
24	Bloomington, Ill.....	Sarah E. Raymond.....		x		1	July —, 1886	1,400
25	Chicago, Ill.....	George Howland.....		x		1	June —, 1886	4,200
26	Decatur, Ill.....	E. A. Gastman.....		x		1	June —, 1886	2,000
27	Elgin, Ill.....	W. S. Smith.....		x		1	June 15, 1886	1,100
28	Freeport, Ill.....	Charles C. Snyder.....		x		1	July 1, 1886	1,800
29	Galesburg, Ill.....	W. L. Steele.....		x		1	June —, 1886	1,500
30	Joliet, Ill.....	D. H. Darling.....		x h		1	July —, 1886	1,600
31	Moline, Ill.....	W. T. Mack.....		x		1	July 1, 1886	1,800
32	Peoria, Ill.....	N. C. Dougherty.....		x		1	Apr. —, 1886	2,500
33	Quincy, Ill.....	T. W. Macfall.....		(i)		1	July 31, 1886	31,500
34	Rockford, Ill.....	P. R. Walker.....		(k)		1	June 30, 1886	1,800
35	Rock Island, Ill.....	S. S. Kemble.....		x		1	July —, 1886	1,750

a Secretary.

b Four assistants.

c Indefinite.

d Acting school visitor.

e Appointed by District commissioners, and term expires at their pleasure.

f Appointed by the governor as county superintendent



of city superintendents.

affirmative, or "yes."

Assistant superintendents.							Clerical assistants.					Aggregate of salaries.	Other incidentals.
Official titles.			Number.	Salaries.	How ap- pointed.		Number.	Salaries.	How ap- pointed.				
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.			
9	10	11	12	13	14	15	16	17	18	19	20	21	
											\$2,000	1	
x			1	\$1,200		x					3,600	\$150 00	2
	x		1	1,000		x	1				3,700		3
x			2		x		5	\$7,920	x a	x b	17,020	3,820 00	4
											1,500	300 00	5
											1,500		6
											2,500		7
	x										1,000	'slight'	8
							1	200		x	2,200		9
											500		10
	x		8	2,500		x	1	1,100	x		22,600	362 90	11
											125		12
											2,250		13
											800		14
							1	50	x		1,650	250 00	15
	x		6	2,000		(e)	1	1,200		x	15,900		16
													17
											2,000		18
											1,600		19
											2,000		20
											2,800		21
											1,500		22
											1,200		23
							1	200			1,600		24
x			2	3,150		x					16,300		25
											2,000	100 00	26
											1,100	100 00	27
											1,800		28
											1,500		29
											1,600	100 00	30
											1,800		31
	x		11				1	450		x	2,950	500 00	32
							1	200		x	1,700	50 00	33
							1	200		x	2,000		34
x			6	{ 540 to 1,400 }		x							35

g Also traveling expenses.

h Confirmed by city council.

i Appointed by city council.

j Superintendent receives 2 per cent. on all receipts, so that \$1,500 may some years be more or less than actual sum.

k Appointed by mayor and confirmed by city council.

Service, compensation, &amp;c.,

NOTE.—x indicates an

	City.	Name.	Superintendent.					Salary.
			How appointed.			Length of term in years.	Expiration of term.	
			By popular election.	By school board.	By board of school visitors.			
	1	2	3	4	5	6	7	8
36	Springfield, Ill.....	F. R. Feitshaus.....	x			1	Sept. 1, 1886	\$1,800
37	Fort Wayne, Ind.....	John S. Irwin.....	x			1	June 19, 1886	2,500
38	Indianapolis, Ind.....	Lewis S. Jones.....	x			1	July 1, 1887	2,750
39	Jeffersonville, Ind.....	R. W. Wood.....	x			1		1,300
40	Logansport, Ind.....	John K. Walts.....	x			1	Sept. 1, 1886	1,600
41	Richmond, Ind.....	J. N. Study.....	x			1	July 1, 1886	2,000
42	Terre Haute, Ind.....	William H. Wiley.....	x			1	Sept. 1, 1886	2,500
43	Vincennes, Ind.....	Edward Taylor <sup>b</sup> .....	x			1	June 20, 1886	1,700
44	Clinton, Iowa.....	Henry Sabin.....	x			1	June —, 1886	1,900
45	Council Bluffs, Iowa.....	James McNaughton.....	x			1	Sept. 1, 1886	2,000
46	Davenport, Iowa.....	J. B. Young.....	x			1	June 30, 1886	1,800
47	Keokuk, Iowa.....	W. W. Jamieson.....	x			1	July 1, 1886	1,400
48	Ottumwa, Iowa.....	A. W. Stuart.....	x			1	July —, 1886	1,700
49	Muscatine, Iowa.....	F. M. Witter.....	x			1	June —, 1886	1,500
50	Leavenworth, Kans.....	F. A. Fitzpatrick.....	x			1	Sept. —, 1886	2,500
51	Lawrence, Kans.....	E. Stanley.....	x			1	May —, 1886	1,200
52	Topeka, Kans.....	D. C. Tillotson.....	x			1	Apr. —, 1886	1,700
53	Covington, Ky.....	Alva T. Wiles.....	x			1	June 30, 1886	1,800
54	Louisville, Ky.....	George H. Tingley, jr.....	x			3	June 30, 1886	2,500
55	Paducah, Ky.....	Eli F. Brown.....	x			1	Aug. 1, 1886	1,500
56	New Orleans, La.....	Ulric Bettison.....	x			4	April 1, 1889	3,000
57	Augusta, Me.....	J. O. Webster.....	(d)			1	Mar. 14, 1887	300
58	Bath, Me.....	A triumvirate.....	(d)			3		300
59	Biddeford, Me.....	R. E. Gould.....	x			5	1890	1,400
60	Lewiston, Me.....	L. H. Marvel.....	x			1	Sept. 1, 1886	1,500
61	Portland, Me.....	Thomas Tash.....	x			1	Mar. 31, 1887	2,250
62	Baltimore, Md.....	Henry A. Wise.....	x			4	Feb. —, 1888	2,500
63	Boston, Mass.....	Edwin P. Seaver.....	x			2	Mar. 1, 1888	4,200
64	Brookline, Mass.....	D. H. Daniels.....	x				July —, 1886	2,500
65	Cambridge, Mass.....	Francis Cogswell.....	x			1	Sept. 1, 1886	2,800
66	Chelsea, Mass.....	E. H. Davis.....	x			1	Sept. 1, 1886	2,200
67	Chicopee, Mass.....	R. H. Perkins.....	x			1	Sept. 1, 1886	1,500
68	East Somerville, Mass.....	J. H. Davis.....	x			1	Feb. —, 1887	2,000
69	Fall River, Mass.....	William Connell.....	x			1	Aug. —, 1886	2,000
70	Fitchburg, Mass.....	Joseph G. Edgerly.....	x			1	Aug. 1, 1886	2,000
71	Gloucester, Mass.....	M. L. Hawley.....	x			1	Sept. —, 1886	2,200
72	Haverhill, Mass.....	William E. Hatch.....	x			1	June 2, 1886	2,000
73	Holyoke, Mass.....	E. L. Kirtland.....	x			1	July 1, 1886	1,900
74	Lynn, Mass.....	O. B. Bruce.....	x			1	July 1, 1886	2,000

a Also serves as librarian.

e Superintendent of German.

b Also teaches one-half of each day.

d Appointed by city council.

of city superintendents—Continued.

affirmative, or "yes."

Assistant superintendents.							Clerical assistants.				Aggregate of salaries.	Other incidentals.
Official titles.			Number.	Salaries.	How ap- pointed.		Number.	Salaries.	How ap- pointed.			
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.		
9	10	11	12	13	14	15	16	17	18	19	20	21
							1	\$360		x	\$2,160	36
							a1	1,000			3,500	37
x			1	\$1,500		x	1	800		x	5,050	38
												39
											2,000	40
x			1	1,100		x	1	360		x	3,960	41
											1,700	42
							1	240		x		43
							1	300		x	2,300	44
											1,800	45
											1,400	46
											1,700	47
											1,500	48
											2,500	49
											\$100 00	50
												51
											1,700	52
											1,800	53
x c			1	1,350		x					3,850	54
											1,500	55
							2	1,080	x		4,080	700 00 56
											300	57
											300	58
											1,400	59
											1,500	60
											2,250	61
x			1	2,000		x					4,500	62
		x	6	3,780		x	1			x	(?) 33,300	63
							1	200		x	2,700	64
							1	200			3,000	100 00 65
							1	100			2,300	66
											1,500	200 00 67
											2,000	68
							1	400	x		2,400	69
											2,000	100 00 70
							1	300	x		2,500	71
											2,000	72
(e)		(f)									4,175	73
							1	800		x	2,800	250 00 74

c Two truant officers, at \$300 and \$775, respectively.

f Text-book clerk, at \$600.



Service, compensation, &amp;c.,

NOTE.—× indicates an

	City.	Name.	Superintendent.				
			How appointed.			Length of term in years.	Expiration of term.
			By popular election.	By school board.	By board of school visitors.		
	1	2	3	4	5	6	7
75	Malden, Mass.....	Charles A. Daniels .....	.....	×	.....	1	Jan. 1, 1887
76	Marlborough, Mass.....	G. T. Fletcher.....	.....	×	.....	1	Mar. 15, 1887
77	Milford, Mass .....	W. T. Leonard.....	.....	×	.....	1	Aug. 1, 1886
78	North Adams, Mass.....	Anson D. Miner.....	.....	×	.....	1	June 25, 1886
79	Attleborough, Mass.....	H. M. Maxson.....	.....	×	.....	1	Apr. —, 1886
80	Northampton, Mass.....	George B. Drury.....	.....	×	.....	1	July 1, 1886
81	Pittsfield, Mass.....	Thomas H. Day.....	.....	×	.....	1	Apr. 1, 1886
82	Taunton, Mass.....	J. C. Bartlett.....	.....	×	.....	1	Sept. 1, 1886
83	Waltham, Mass.....	Henry Whittemore .....	.....	×	.....	1	Jan. 1, 1887
84	Westfield, Mass.....	Henry Fuller.....	b ×	.....	.....	3	Mar. 1, 1887
85	Weymouth, Mass.....	G. C. Fisher.....	.....	×	.....	1	Mar. 10, 1887
86	Woburn, Mass.....	F. B. Richardson .....	.....	×	.....	1	June 30, 1886
87	Worcester, Mass.....	A. P. Marble.....	.....	×	.....	1	Oct. —, 1886
88	Adrian, Mich.....	George W. Walker .....	.....	×	.....	1	June —, 1886
89	Ann Arbor, Mich.....	W. S. Perry.....	.....	×	.....	1	July —, 1886
90	Detroit, Mich.....	J. M. B. Sill .....	.....	×	.....	3	July 1, 1883
91	East Saginaw, Mich.....	C. B. Thomas.....	.....	×	.....	1	Sept. 1, 1886
92	Flint, Mich .....	Wesley Sears.....	.....	×	.....	1	July 15, 1886
93	Grand Rapids, Mich.....	I. N. Mitchell.....	.....	×	.....	1	July 2, 1886
94	Jackson, Mich.....	J. B. Glasgow.....	.....	×	.....	1	Sept. 1, 1887
95	Jackson (Dist. No. 1), Mich.....	F. M. Kendall.....	.....	×	.....	1	July 1, 1886
96	Muskegon, Mich.....	C. L. Houseman.....	.....	×	.....	1	July 1, 1886
97	Port Huron, Mich.....	H. J. Robeson.....	.....	×	.....	1	June 25, 1886
98	Saginaw, Mich.....	S. G. Burkhead.....	.....	×	.....	1	June —, 1886
99	Winona, Minn.....	H. T. Gillette.....	.....	×	.....	1	July 1, 1886
100	Vicksburg, Miss.....	H. T. Moore.....	.....	(c)	.....	2	Feb. 1, 1883
101	Hannibal, Mo.....	H. K. Warren.....	.....	×	.....	1	July 1, 1886
102	Kansas City, Mo.....	J. M. Greenwood.....	.....	×	.....	1	.....
103	Saint Joseph, Mo.....	Edward B. Neely.....	.....	×	.....	1	July 31, 1886
104	Sedalia, Mo.....	William Richardson.....	.....	×	.....	1	July 1, 1886
105	Saint Louis, Mo.....	Edwin H. Long.....	.....	×	.....	3	Mar. —, 1888
106	Lincoln, Nebr.....	E. T. Hartley.....	.....	×	.....	1	June 11, 1886
107	Omaha, Nebr.....	H. M. James.....	.....	×	.....	3	Aug. —, 1887
108	Concord, N. H.....	L. J. Rundlett.....	.....	×	.....	1	Aug. 1, 1886
109	Dover, N. H.....	Channing Folsom.....	.....	×	.....	1	Feb. —, 1887
110	Manchester, N. H.....	William E. Buck.....	.....	×	.....	2	July —, 1888
111	Nashua, N. H.....	Frederic Kelsey.....	.....	×	.....	1	Jan. —, 1887
112	Bridgeton, N. J.....	William E. Cox.....	×	.....	.....	3	Mar. 10, 1887
113	Camden, N. J.....	M. V. Bergen.....	.....	×	.....	1	Mar. 15, 1887

a Committee.

b Chairman of school committee.

of city superintendents—Continued.

affirmative, or "yes."

Assistant superintendents.							Clerical assistants.				Aggregate of salaries.	Other incidentals.
Official titles.			Number.	Salaries.	How ap- pointed.		Number.	Salaries.	How ap- pointed.			
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.		
9	10	11	12	13	14	15	16	17	18	19	20	21
(a)				\$300			1	\$100	x		\$2,200	\$100 00
											2,000	150 00
											1,500	300 00
											1,000	100 00
							1	50		x	1,550	
											2,000	150 00
											2,000	50 00
							1	100		x		
											1,800	400 00
											1,350	
							{ 1 1 }	{ 300 1,100 }	x	x	4,400	200 00
											1,600	
											2,000	
							1	750		x	4,750	
											2,250	
											1,500	
											2,250	
											1,500	
											1,800	25 00
											1,800	
											1,500	
x			1	900		x					1,800	
											2,700	
							1	180		x	440	200 00
											1,500	
											3,000	
											2,000	120 00
											1,800	
x			2	2,750	x	x	3	(d)	x	x	12,820	
											1,800	
											3,000	
											1,200	150 00
											1,600	
											1,800	100 00
											1,000	
											100	50 00

c Appointed by the State board of education, and confirmed by the senate. d \$1,800, \$1,200, and \$720, respectively.

Service, compensation, &amp;c.,

NOTE.—× indicates an

	City.	Name.	Superintendent.					
			How appointed.			Length of term in years.	Expiration of term.	Salary.
			By popular election.	By school board.	By board of school visitors.			
	1	2	3	4	5	6	7	8
114	Elizabeth, N. J.....	J. A. Dix.....		x		1	Dec. 31, 1886	\$600
115	Jersey City, N. J.....	A. W. Edson.....		x		1	May —, 1888	2,600
116	New Brunswick, N. J.....	Charles Jacobs.....		x				2,500
117	Newark, N. J.....	William N. Barringer.....		x		1	Jan. 1, 1886	2,500
118	Orange, N. J.....	Usher W. Cutts b.....		x		1		2,200
119	Paterson, N. J.....	C. E. Meleney.....		x		3	June 1, 1886	2,000
120	Plainfield, N. J.....	Jesse L. Hurlbut.....		x				(c)
121	Trenton, N. J.....	T. H. Mackenzie.....	x			1	Apr. 14, 1886	500
122	Albany, N. Y.....	Charles W. Cole.....		x		1	June 1, 1886	2,500
123	Binghamton, N. Y.....	M. W. Scott.....		x		(d)		2,000
124	Brooklyn, N. Y.....	Calvin Patterson.....		x		3	July —, 1888	5,000
125	Buffalo, N. Y.....	J. F. Crooker.....	x			2	1888	2,500
126	Cohoes, N. Y.....	Alex. J. Robb.....		x		1	July 1, 1886	1,500
127	Elmira, N. Y.....	G. V. R. Merrill.....		x		(e)		1,600
128	Hudson, N. Y.....	W. P. Snyder.....		x		1	July —, 1886	800
129	Ithaca, N. Y.....	L. C. Foster.....		x		1	July 1, 1886	2,000
130	Kingston, N. Y.....	Charles M. Ryon.....		x		1	July 1, 1886	1,400
131	Lockport, N. Y.....	George Griffith.....		x		1	Sept. 1, 1886	1,400
132	Long Island City, N. Y.....	Charles W. Gould.....		x		2	June —, 1887	1,500
133	Newburg, N. Y.....	John Miller.....		x		1	Mar. —, 1887	1,500
134	Ogdensburg, N. Y.....	Barney Whitney.....		x		3	Sept. 1, 1887	1,500
135	Plattsburg, N. Y.....	Fox Holden.....		x		1	July 1, 1886	1,600
136	Poughkeepsie, N. Y.....	Edward Burgess.....		x		1	Jan. 1, 1887	1,600
137	Rochester, N. Y.....	S. A. Ellis.....		x		2	July —, 1886	2,200
138	Rome, N. Y.....	M. J. Michael.....		x		(e)	July 15, 1886	1,500
139	Saratoga Springs, N. Y.....	Edward N. Jones.....		x		(e)		1,300
140	Schenectady, N. Y.....	Samuel B. Howe.....		x				2,000
141	Syracuse, N. Y.....	Edward Smith.....		x		1	Mar. 1, 1887	2,200
142	Troy, N. Y.....	David Beattie.....		x		1	Nov. 15, 1886	2,300
143	Attica, N. Y.....	Andrew McMillan.....		x		(e)		2,500
144	Watertown, N. Y.....	Frederic Seymour.....		x		1	July —, 1886	1,200
145	Yonkers, N. Y.....	Charles E. Gorton.....		x		(e)		3,300
146	Virginia City, Nev.....	J. W. Whitcher f.....	x			2	Dec. 31, 1886	600
147	Akron, Ohio.....	Elias Fraunfetter.....		x		2	Aug. 31, 1886	2,500
148	Chillicothe, Ohio.....	John Hancock.....		x		1	July 1, 1886	2,000
149	Cincinnati, Ohio.....	J. B. Peaslee.....		x		1	May —, 1886	3,500
150	Columbus, Ohio.....	R. W. Stevenson.....		x		2	Aug. 31, 1886	3,000

a \$1,500, \$1,000, \$450, and \$350, respectively.

b Also principal of high school.

c A member of the board of education.

d At the pleasure of the board.



of city superintendents—Continued.

affirmative, or "yes."

Assistant superintendents.						Clerical assistants.							
Official titles.					How ap- pointed.				How ap- pointed.				
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.			
9	10	11	12	13	14	15	16	17	18	19	20	21	
											\$600	\$15 00	114
											2,600		115
											2,500		116
							4	(a)			5,800		117
											2,200		118
							1	\$350		x	2,350	50 00	119
													120
							1	200		x	780		121
							1	500		x	2,500	500 00	122
							1	120		x	2,120		123
x			{ 1	\$3,500		x	{ 1	1,200		x	16,200		124
			{ 1	4,000			{ 1	2,500					
							{ 1	800					
							{ 1	1,200	x		4,500		125
											1,500		126
											1,700		127
											800		128
											2,000		129
											1,400		130
											1,400	100 00	131
											1,500	200 00	132
											1,500	25 00	133
											1,500	100 00	134
											1,600		135
							1	300		x	1,600		136
							1	480		x	2,680		137
											1,500	150 00	138
							1	100		x	1,400		139
											2,000		140
							1	900		x	3,100		141
							1	1,200		x	3,500		142
							1	300		x	2,800		143
											1,200		144
							{ 1	300			3,750	300 00	145
							{ 1	450					
											600		146
											2,500		147
											2,000		148
							1	1,200		x	4,700	250 00	149
											3,000	50 00	150

e Indefinite.

f Really county superintendent.

*Service, compensation, &c.,*

NOTE.— × indicates an

	City	Name.	Superintendent.				
			How appointed.			Length of term in years.	Expiration of term.
			By popular election.	By school board.	By board of school visitors.		
	1	2	3	4	5	6	7
151	Dayton, Ohio.....	J. J. Burns.....	.....	×	.....	1	Aug. 31, 1886
152	Hamilton, Ohio.....	L. R. Klemm.....	.....	×	.....	2	Sept. 1, 1886
153	Ironton, Ohio.....	R. S. Page.....	.....	×	.....	1	July —, 1886
154	Lima, Ohio.....	J. M. Greenslade.....	.....	×	.....	1	May —, 1885
155	Newark, Ohio.....	J. C. Hartzler.....	.....	×	.....	3	June 20, 1887
156	Sandusky, Ohio.....	Alston Ellis.....	.....	×	(a)	Aug. 31, 1886	2,500
157	Springfield, Ohio.....	W. J. White.....	.....	×	.....	2	May —, 1886
158	Steubenville, Ohio.....	Henry N. Mertz.....	.....	×	(a)	Aug. 31, 1886	1,750
159	Tiffin, Ohio.....	J. W. Knott.....	.....	×	.....	1	Aug. 31, 1886
160	Toledo, Ohio.....	John W. Dowd.....	.....	×	(a)	June —, 1887	3,000
161	Portland, Oreg.....	Thomas H. Crawford.....	.....	×	.....	1	June 30, 1886
162	Allegheny, Pa.....	John Morrow.....	.....	×	.....	3	June —, 1887
163	Allentown, Pa.....	L. B. Landis.....	.....	×	.....	3	June —, 1887
164	Altoona, Pa.....	D. S. Keith.....	.....	×	.....	3	June 1, 1887
165	Bradford, Pa.....	George F. Stone.....	.....	×	.....	3	June —, 1887
166	Chester, Pa.....	Charles F. Foster.....	.....	×	.....	3	June 1, 1887
167	Easton, Pa.....	Wm. W. Cottingham.....	.....	×	.....	3	June —, 1887
168	Erie, Pa.....	Henry S. Jones.....	.....	×	.....	3	June 1, 1887
169	Harrisburg, Pa.....	L. O. Foote.....	.....	×	.....	3	June 1, 1887
170	Johnstown, Pa.....	T. B. Johnston.....	.....	×	.....	3	June 1, 1887
171	Lebanon, Pa.....	J. F. Nitrauer.....	.....	×	.....	3	June —, 1887
172	Meadville, Pa.....	Henry R. Roth.....	.....	×	.....	3	June —, 1887
173	McKeesport, Pa.....	Charles W. Deane.....	.....	×	.....	3	June 6, 1887
174	Newcastle, Pa.....	William N. Aiken.....	.....	×	.....	3	June —, 1887
175	Norristown, Pa.....	Joseph K. Gotwals.....	.....	×	.....	3	June 1, 1887
176	Philadelphia, Pa.....	James MacAlister.....	.....	×	.....	1	Dec. 31, 1886
177	Pittsburg, Pa.....	George J. Luekey.....	.....	×	.....	3	June —, 1887
178	Reading, Pa.....	Thomas M. Balliet.....	.....	×	.....	3	June 1, 1887
179	Shenandoah, Pa.....	L. A. Freeman.....	.....	×	.....	3	June —, 1887
180	Titusville, Pa.....	R. M. Streeter.....	.....	×	.....	3	June —, 1887
181	Williamsport, Pa.....	S. Franzeau.....	.....	×	.....	3	June —, 1887
182	Newport, R. I.....	George F. Littlefield.....	.....	×	.....	1	Jan. 1, 1887
183	Pawtucket, R. I.....	Alvin F. Pease.....	.....	×	.....	1	Dec. 31, 1886
184	Providence, R. I.....	H. S. Tarbell.....	.....	×	.....	1	Sept. —, 1886
185	Woonsocket, R. I.....	Charles J. White.....	.....	×	.....	1	June 15, 1886
186	Columbia, S. C.....	D. B. Johnson.....	.....	×	.....	2	June —, 1886
187	Chattanooga, Tenn.....	H. D. Wyatt.....	.....	×	.....	1	July 31, 1886
188	Knoxville, Tenn.....	Albert Ruth.....	.....	×	.....	1	June 9, 1886

a One year or two years.

b Four appointed.

of city superintendents—Continued.

affirmative, or "yes."

Assistant superintendents.							Clerical assistants.				Aggregate of salaries.	Other incidentals.
Official titles.			Number.	Salaries.	How ap- pointed.		Number.	Salaries.	How ap- pointed.			
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.		
9	10	11	12	13	14	15	16	17	18	19	20	21
											\$2,500	151
											1,850	\$39 00 152
											1,800	153
											1,500	154
											1,800	155
											2,500	156
											2,000	157
											1,750	158
											1,800	159
							1	\$420		x	3,420	160
											2,000	161
											2,200	150 00 162
											1,200	163
											1,200	164
											2,000	25 00 165
											1,200	166
x			1	\$960		x					1,000	30 00 167
							1	\$390			3,160	168
											1,860	169
											1,500	170
											500	171
	x		2	600		x	1	175		x	2,725	170 00 172
											1,200	173
											1,000	174
											1,400	175
x			b6	{ c2,500 d1,800	x	x	1	800	x		14,400	5,600 00 176
												177
							1	900		x	2,900	178
											1,500	179
											1,800	180
											1,400	75 00 181
							1	500	x		3,500	182
							1	100	x		2,100	183
							1	400	x		3,900	100 00 184
											500	185
											1,500	120 00 186
											1,800	60 00 187
											1,600	188

c For males.

d For females.



Service, compensation, &amp;c.,

NOTE.—x indicates an

	City.	Name.	Superintendent.				
			How appointed.			Length of term in years.	Expiration of term.
			By popular election.	By school board.	By board of school visitors.		
	1	2	3	4	5	6	7
189	Memphis, Tenn.....	Charles H. Collier.....	x	.....	.....	2	July 12, 1886
190	Galveston, Tex.....	W. M. Crow.....	x	.....	.....	1	July 1, 1886
191	Burlington, Vt.....	Henry O. Wheeler.....	x	.....	.....	1	Apr. —, 1887
192	Norfolk, Va. ....	James B. Hope.....	(b)	.....	.....	4	1890
193	Portsmouth, Va.....	G. F. Edwards.....	(c)	.....	.....	4	July 1, 1886
194	Alexandria, Va.....	W. F. Carne.....	(c)	.....	.....	4	July 1, 1886
195	Richmond, Va.....	E. M. Garnett.....	(c)	.....	.....	4	July 1, 1886
196	Wheeling, W. Va.....	W. H. Anderson . ....	x	.....	.....	2	Jan. 1, 1887
197	Appleton, Wis.....	A. B. Whitman.....	x	.....	.....	1	June 30, 1886
198	La Crosse, Wis.....	Albert Hardy.....	x	.....	.....	1	July 5, 1886
199	Milwaukee, Wis.....	William E. Anderson..	x	.....	.....	2	May 4, 1886
200	Oshkosh, Wis.....	H. B. Dale.....	(d)	.....	.....	1	Apr. —, 1886
201	Racine, Wis.....	H. G. Winslow.....	x	.....	.....	1	Aug. 1, 1886
202	Janesville, Wis.....	C. H. Keyes.....	x	.....	.....	1	Aug. 1, 1886

a Monthly salary.

b Appointed by State board of education.

of city superintendents—Continued.

affirmative, or "yes."

Assistant superintendents.							Clerical assistants.				Aggregate of salaries.	Other incidentals.
Official titles.			Number.	Salaries.	How ap- pointed.		Number.	Salaries.	How ap- pointed.			
Deputy superintendent.	Supervising principal.	Supervisor.			By superintendent.	By board of education.			By superintendent.	By board of education.		
9	10	11	12	13	14	15	16	17	18	19	20	21
							1	\$75				
							1	900				
											\$800	
											1,140	\$75 00
							1	300		x	1,020	
											380	
											2,000	25 00
							1	600			2,200	500 00
											425	25 00
							1	240	x		2,240	
							1	800		x	3,800	100 00
											600	300 00
											1,200	50 00
											1,500	200 00

c Appointed by the State board and confirmed by the senate.

d Appointed by the city council.

NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1875 to 1885, inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	137	151	152	156	207	220	225	233	255	263
Number of instructors.....	1,031	1,065	1,189	1,227	1,422	1,466	1,573	1,700	1,937	2,076
Number of students..	29,105	33,921	37,082	39,669	40,029	43,077	48,705	51,132	60,063	55,135

TABLE III.—PART 1.—Summary of

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama.....	6	50	1,254	440	447	145	222	73	29
Arkansas.....	1	5	150	102	48	0	0	2	2
California.....	3	25	863	166	719	6	32	207	68
Colorado.....	1								
Connecticut.....	1	11	215	7	208			37	37
Florida.....	1	5	85	13	2	60	10	4	
Georgia.....	1	15	183	35	15	100	33	50	
Illinois.....	3	44	1,384	{ 250 <sup>(356)</sup>	432 }	172	172	94	61
Indiana.....	4	28	1,207	447	558	(202)		61	12
Iowa.....	4	18	647	133	308	67	134	57	40
Kansas.....	1	11	302	120	182			21	19
Kentucky.....	2	15	560	350	210			12	10
Louisiana.....	1	4							
Maine.....	5	25	624	106	480	8	30	123	105
Maryland.....	2	18	478	276	40	50	112		
Massachusetts.....	8	80	1,122	73	997		52	141	84
Michigan.....	2	21	517	(517)				100	
Minnesota.....	3	38	1,012	231	573	{ 86 <sup>(39)</sup>	83 }	78	54
Mississippi.....	2	17	243	126	51	41	25	8	4
Missouri.....	7	72	2,269	676	747	611	235	160	121
Nebraska.....	2	12	509	159	240	60	50	45	35
New Hampshire.....	2	3	31		31			5	4
New Jersey.....	3	31	280	40	240			87	58
New York.....	10	164	4,610	{ 472 <sup>(904)</sup>	2,702 }	103 <sup>(259)</sup>	170 }	569	234
North Carolina.....	10	77	1,881	{ 778 <sup>(125)</sup>	743 }	128	104	8	4
Ohio.....	4	22	266	52	214			109	39
Oregon.....	2	13	286	{ 60 <sup>(21)</sup>	47 }	(153)		13	
Pennsylvania.....	11	178	6,377	{ 1,591 <sup>(165)</sup>	2,966 }	690 <sup>(266)</sup>	699 }	622	330
Rhode Island.....	1	7	169	8	152			18	6
South Carolina.....	1	1	106	10	93				
Tennessee.....	1	11	166	53	113			59	
Texas.....	1	7	194	93	101			47	47
Vermont.....	3	20	412	{ 60 <sup>(162)</sup>	190 }			92	59
Virginia.....	4	72	1,182	447	425	110	200	56	4
West Virginia.....	7	32	918	{ 372 <sup>(137)</sup>	312 }	33	59	59	28
Wisconsin.....	6	63	1,423	434	779	83	132	110	62
Dakota.....	2	9	135	{ 52 <sup>(15)</sup>	63 }			2	2
District of Columbia.....	1	1	16	0	16	0	0	16	16
Utah.....	1	6	41	20	11			13	
Washington.....	1	3	17	5	12			4	
Total.....	131	1,234	32,130	{ 8,212 <sup>(2,404)</sup>	15,478 }	2,558 <sup>(924)</sup>	2,554 }	3,162	1,793



## Statistics of public normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free-hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on completion of course.	Value of grounds, buildings, and apparatus.
Whole number.	Increase in the last school year.											
2,300	200	4	1	6	6	5	4	.....	.....	4	6	\$66,500
1,000	43	1	0	1	1	1	1	1	0	.....	1	25,000
2,950	500	3	2	3	0	3	3	3	.....	2	3	375,000
3,000	300	1	1	1	0	1	1	1	0	1	1	125,000
800	600	.....	0	1	1	0	0	0	0	0	1	20,000
500	50	0	0	1	0	1	1	1	1	0	1	.....
12,796	1,715	3	3	3	0	3	3	3	.....	3	3	285,000
3,320	.....	4	2	4	1	3	3	1	1	3	4	100,000
2,282	282	4	2	1	1	2	3	1	0	2	4	100,000
1,700	200	1	1	1	1	1	1	1	1	1	1	75,000
3,500	250	1	.....	1	1	1	1	.....	1	.....	2	75,000
4,263	184	5	3	4	.....	3	3	1	.....	4	5	85,000
3,655	82	2	1	2	1	1	1	.....	1	2	2	130,000
6,400	723	8	7	7	.....	5	5	7	.....	5	8	208,114
6,680	767	1	1	1	.....	1	1	1	.....	1	2	125,000
3,600	300	3	3	3	0	3	3	3	1	3	3	180,000
700	133	2	1	2	2	1	2	0	0	1	2	54,000
5,883	439	7	3	7	6	5	7	3	1	3	7	337,000
2,350	295	2	1	2	2	1	2	1	0	1	2	107,000
495	6	1	.....	1	.....	1	1	.....	.....	2	2	20,000
557	50	2	2	2	1	1	2	2	1	3	3	500,000
5,833	7	9	8	7	4	8	8	6	3	9	10	1,651,806
1,323	154	5	2	9	5	1	6	1	.....	8	6	11,440
930	35	4	1	4	1	1	1	0	1	3	4	60,000
200	45	2	.....	2	2	1	1	.....	.....	1	1	.....
28,314	1,389	11	8	11	10	8	11	6	2	11	11	1,378,000
1,273	100	1	1	1	0	1	1	1	0	0	1	.....
0	.....	1	0	.....	.....	.....	1	.....	.....	0	.....	25,000
500	.....	1	1	1	0	1	1	1	1	0	1	.....
3,500	1,000	1	0	1	0	1	1	0	0	0	1	20,000
1,800	250	3	2	1	.....	.....	2	1	.....	1	3	17,530
4,761	1,187	3	2	3	2	3	2	0	1	3	4	575,000
5,750	634	4	.....	3	4	2	3	1	2	2	6	116,000
5,924	523	6	5	6	1	4	5	4	3	6	6	195,000
500	500	1	1	1	0	1	1	1	1	1	1	29,600
50	4	1	1	1	0	0	0	0	0	1	1	.....
.....	.....	1	1	1	0	0	1	1	0	0	1	.....
2,030	.....	1	0	1	1	1	1	1	1	1	1	.....
131,399	12,907	111	67	103	54	76	94	54	23	89	123	7,071,990

TABLE III.—PART 2.—Summary of

States and Territories.	Number of schools in each State.	Number of instructors.	Number of students.						Graduates in the last year.		
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.		
				Male.	Female.	Male.	Female.				
Alabama.....	4	26	a697	{	(22) 52	80	{	(307) 23	65	2	2
Arkansas.....	1	4	311		(61)			(250)		4	.....
California.....	1	2	25	.....		25	.....			25	14
Georgia.....	3	7	215		48	104		30	33	12	2
Illinois.....	11	49	948	{	(34) 445	385	{	70	14	97	46
Indiana.....	13	93	6,253		2,952	2,014		705	582	485	245
Iowa.....	9	62	1,834	{	(24) 847	806	{	98	59	86	38
Kansas.....	5	37	1,797	{	(260) 453	316	{	(768)		65	48
Kentucky.....	4	35	a309		42	121	.....			9	517
Louisiana.....	4	10	78		22	56	.....			6	5
Maine.....	2	12	24		4	20	.....			7	4
Maryland.....	3	13	a337		98	52		(17)		8	.....
Massachusetts.....	1	6	16	.....		16	.....			16	9
Michigan.....	3	28	284		134	150	.....			46	25
Mississippi.....	4	28	a651		262	214		25	25	26	22
Missouri.....	3	12	99		79	20	.....			21	17
Nebraska.....	5	27	195		40	42		67	46	.....	.....
New York.....	2	6	15	.....		15	.....			15	12
North Carolina.....	7	40	682	{	(41) 242	216	{	87	96	18	15
Ohio.....	11	118	4,234	{	(1,378) 1,844	811	{	121	80	221	72
Pennsylvania.....	6	35	448		203	231		8	6	52	43
South Carolina.....	6	43	1,024	{	(129) 175	158	{	224	338	67	7
Tennessee.....	12	93	a1,651	{	(161) 322	245	{	(69) 227	215	31	18
Texas.....	1	12	132		53	79	.....			.....	.....
Virginia.....	1	7	275		10	15		100	150	5	.....
Wisconsin.....	4	12	a152		112	18	.....			12	12
District of Columbia.....	5	15	281		159	113		8	1	12	8
Utah.....	1	10	38		25	13	.....			18	11
Total.....	132	842	a23,005	{	(2,110) 8,623	6,335	{	(1,411) 1,793	1,710	1,366	692

a Classification not reported in all cases.

## statistics of private normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free-hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students received diplomas or certificates on completion of course.	Value of grounds, buildings, and apparatus.
Whole number.	Increase in the last school year.											
850	25	2	.....	2	2	.....	1	1	.....	1	2	\$130,550
500	25	1	0	1	1	1	1	1	0	1	1	.....
.....	.....	1	.....	1	.....	.....	.....	.....	.....	1	1	.....
100	.....	2	.....	3	2	1	2	.....	.....	1	3	.....
5,100	395	8	5	9	7	6	8	6	2	3	9	159,000
13,000	1,290	9	3	8	5	8	8	7	1	7	11	72,500
9,300	325	9	5	7	7	8	8	5	.....	1	7	124,500
4,300	320	3	2	4	4	4	4	3	1	1	4	55,000
1,832	225	2	.....	3	3	2	3	.....	.....	1	3	20,000
1,340	300	2	0	3	2	1	1	0	0	1	4	.....
.....	.....	2	1	1	1	1	1	0	1	0	2	.....
400	100	1	1	2	1	2	2	.....	.....	1	1	30,000
.....	.....	1	.....	1	0	.....	.....	.....	.....	1	1	.....
.....	.....	2	2	2	2	3	3	3	1	0	3	.....
417	.....	3	.....	4	4	3	3	1	.....	1	3	35,000
5,800	70	1	1	2	1	1	1	1	1	.....	2	.....
2,025	10	3	2	3	3	.....	1	2	.....	2	3	39,275
.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	1	.....
4,650	1,120	3	.....	4	4	1	1	.....	1	1	6	16,000
11,000	304	8	3	8	9	7	8	6	3	1	9	207,000
1,337	112	5	2	4	2	2	3	3	1	4	5	65,000
1,895	835	5	.....	6	4	4	3	2	.....	4	6	23,000
4,564	570	8	1	10	10	3	7	4	.....	8	10	81,000
1,000	40	1	0	1	1	0	1	1	0	0	1	41,000
500	50	0	0	1	1	0	0	0	0	0	1	.....
1,290	50	3	2	3	2	1	2	1	1	2	3	81,000
2,090	4	3	.....	4	1	1	1	.....	.....	2	4	40,000
.....	.....	1	1	1	1	1	1	0	0	1	1	.....
72,700	6,170	90	31	99	80	61	74	47	13	46	107	1,224,825

One institution reports 9 of last year's graduates as engaged in teaching, but fails to give the total number for the year.



TABLE III.—General summary of statistics of public and private normal schools.

States and Territories.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>	Number of schools.	Number of instructors.	Number of students, <i>a</i>
Alabama.....	6	50	887							4	26	154
Arkansas.....	1	5	150							1	4	61
California.....	2	24	759				1	1	66	1	2	25
Colorado.....	1											
Connecticut.....	1	11	215									
Florida.....	1	5	15									
Georgia.....	b1	15	50							3	7	152
Illinois.....	2	27	682	1	17	358				11	49	864
Indiana.....	1	15	704				3	13	301	13	93	4,966
Iowa.....	2	10	423				2	8	18	9	62	1,677
Kansas.....	1	11	302							5	37	1,029
Kentucky.....	b1	1					1	14	560	4	35	163
Louisiana.....	1	4								4	10	78
Maine.....	4	22	577				1	3	9	c2	12	24
Maryland.....	2	18	316							3	13	150
Massachusetts.....	6	71	1,000				2	9	70	1	6	16
Michigan.....	2	21	517							3	28	234
Minnesota.....	3	38	804									
Mississippi.....	2	17	177							4	23	476
Missouri.....	5	64	1,322	1	2	5	1	6	96	3	12	99
Nebraska.....	1	10	339				1	2	60	5	27	82
New Hampshire.....	1	2	22				1	1	9			
New Jersey.....	1	25	220				2	6	60			
New York.....	8	122	2,555				2	42	1,523	2	6	15
North Carolina.....	10	77	1,649							7	40	499
Ohio.....				1	10	112	3	12	154	11	118	4,033
Oregon.....	2	13	123									
Pennsylvania.....	10	148	3,243				1	30	1,479	6	35	434
Rhode Island.....	1	7	160									
South Carolina.....							1	1	106	6	43	462
Tennessee.....	1	11	166							12	93	728
Texas.....	1	7	194							1	12	132
Vermont.....	3	20	412									
Virginia.....	d3	60	872				1	12		1	7	25
West Virginia.....	7	32	821									
Wisconsin.....	5	62	1,191				1	1	22	4	12	130
Dakota.....	e2	9	135									
District of Columbia.....							1	1	16	5	15	272
Utah.....	1	6	41							1	10	38
Washington.....	1	3	17									
Total.....	103	1,043	21,070	3	29	475	25	162	4,549	132	842	17,068

<sup>a</sup> This summary contains the strictly normal students only, as far as reported. For the total number of students, see the preceding summaries.

<sup>b</sup> A department of an institution endowed by the national grant of land to agricultural colleges.

<sup>c</sup> Receive an allowance from the State.

<sup>d</sup> One of these institutions is partially supported from the proceeds of the national grant of land to agricultural colleges, the normal school being part of an institution so endowed.

<sup>e</sup> Territorial appropriation.

*Appropriations for normal schools.*

Name of school and location.	Appropriation 1884-'85.	State appropriation per capita of pupils in the last year. <i>a</i>
State Normal School, Florence, Ala*.....	\$7,500	.....
State Normal and Industrial School, Huntsville, Ala.....	65,500	.....
State Normal School, Jacksonville, Ala.....	2,500	.....
Livingston Female Academy and Alabama Normal College, Livingston, Ala.	2,500	.....
Lincoln Normal University, Marion, Ala.....	4,000	\$10 00
Tuskegee Normal School, Tuskegee, Ala.....	3,000	14 50
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark..	2,572	17 15
Branch State Normal School, Los Angeles, Cal.....	15,000	65 00
Normal department of Girls' High School, San Francisco, Cal.....	c2,000	.....
California State Normal School, San José, Cal.....	40,000	76 00
Normal department of University of Colorado, Boulder, Colo.....	(d)	(d)
Connecticut Normal and Training School, New Britain, Conn.....	17,000	79 07
East Florida Seminary, Gainesville, Fla.....	750	8 82
Normal department of Atlanta University, Atlanta, Ga.....	(d)	(d)
Normal department of North Georgia Agricultural College, Dahlonega, Ga..	(e)	(e)
Southern Illinois Normal University, Carbondale, Ill.....	22,340	45 40
Illinois State Normal University, Normal, Ill.....	24,000	f47 80
Cook County Normal School, Normal Park, Ill.....	g25,000	.....
Training School Department of public schools, Fort Wayne, Ind.....	(h)	(h)
Indianapolis Normal School, Indianapolis, Ind.....	(h)	(h)
American Normal College, Logansport, Ind.....	c3,000	.....
Indiana State Normal School, Terre Haute, Ind.....	22,000	.....
Iowa State Normal School, Cedar Falls, Iowa.....	13,500	23 00
Normal department of the High School, Davenport, Iowa.....	(h)	(h)
Chair of Didactics, State University of Iowa, Iowa City, Iowa.....	(d)	(d)
West Des Moines Training School, West Des Moines, Iowa.....	(h)	(h)
Kansas State Normal School, Emporia, Kans.....	i16,500	23 00
Southern Normal School and Business College, Bowling Green, Ky.....	c3,000	.....
Normal department of Agricultural and Mechanical College, Lexington, Ky..	(e)	(e)
Louisiana State Normal School, Natchitoches, La.....	j6,000	.....
Eastern State Normal School, Castine, Me.....	6,833	31 00
State Normal and Training School, Farmington, Me.....	6,000	17 05
State Normal and Training School, Gorham, Me.....	6,667	54 00
Madawaska Training School, Grand Isle and Fort Kent, Me*.....	1,300	.....
Normal department of Maine Central Institute, Pittsfield, Me*.....	600	.....
Normal Training and Practice Class, Portland, Me.....	(k)	(k)
Normal department of Oak Grove Seminary, Vassalborough, Me.....	300	.....

\* From Report of the Commissioner of Education for 1883-'84.

*a* Exclusive of appropriations for permanent objects.*b* \$4,000 from State, \$1,000 from Slater Fund, and \$500 from Peabody Fund.*c* City appropriation.*d* Appropriation in common with other departments of the university (see Table IX).*e* Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.*f* This is for normal pupils only.*g* County appropriation.*h* Appropriation in common with other public schools of the city.*i* This figure is estimated, and also includes income from endowment.*j* State appropriation; buildings and grounds donated by town and parish of Natchitoches.*k* Appropriation in common with other public schools of the city.

*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation for 1884-'85.	State appropriation per capita of pupils in the last year. <i>a</i>
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	\$2,000	.....
Maryland State Normal School, Baltimore, Md. ....	10,500	\$36 97
Boston Normal School, Boston, Mass. ....	(b)	(b)
Massachusetts State Normal Art School, Boston, Mass.....	16,210	.....
State Normal School, Bridgewater, Mass.....	.....	.....
Training School for Teachers, Cambridge, Mass. ....	(b)	(b)
State Normal School, Framingham, Mass*.....	11,800	100 00
Haverhill Training School, Haverhill, Mass. ....	(b)	(b)
State Normal School, Salem, Mass*.....	14,000	53 84
Westfield State Normal School, Westfield, Mass.....	10,850	70 00
Massachusetts State Normal School, Worcester, Mass.....	11,325	.....
Course in the Science and the Art of Teaching, University of Michigan, Ann Arbor, Mich.	(c)	(c)
State Normal School, Ypsilanti, Mich.....	32,500	.....
State Normal School at Mankato, Minn. ....	12,000	20 80
State Normal School at St. Cloud, Minn. ....	12,000	55 40
State Normal School at Winona, Minn.....	16,000	31 00
Mississippi State Normal School, Holly Springs, Miss. ....	3,000	14 00
Tougaloo University, Tougaloo, Miss.....	3,000	10 04
Missouri State Normal School (3d district), Cape Girardeau, Mo.....	10,000	36 00
Normal department of the University of the State of Missouri, Columbia, Mo*	d560	.....
Lincoln Institute, Jefferson City, Mo*.....	8,000	38 00
Missouri State Normal School (1st district), Kirksville, Mo.....	10,000	15 00
Liberal Normal School, Liberal, Mo*.....	e420	1 00
St. Louis Normal School, St. Louis, Mo.....	f7,472	.....
State Normal School (2d district), Warrensburg, Mo.....	g25,000	20 87
Bloomington Normal School, Bloomington, Nebr.....	h4,473	.....
Nebraska State Normal School, Peru, Nebr.....	14,000	41 30
McPherson Normal College, Republican City, Nebr.....	j6,000	.....
Santee Normal Training School, Santee Agency, Nebr.....	i13,997	.....
Manchester Training School for Teachers, Manchester, N. H.....	j2,000	.....
New Hampshire State Normal School, Plymouth, N. H.....	.....	.....
Newark Normal School, Newark, N. J.....	k1,500	.....
Normal Training Class, Paterson, N. J.....	.....	.....
New Jersey State Normal School, Trenton, N. J.....	20,000	.....
State Normal School, Albany N. Y.....	18,000	.....
State Normal and Training School, Brockport, N. Y.....	18,006	.....
State Normal and Training School, Buffalo, N. Y*.....	17,878	.....
State Normal and Training School, Cortland, N. Y.....	18,000	.....
State Normal and Training School, Fredonia, N. Y.....	18,000	31 00

\* From Report of the Commissioner of Education for 1883-'84.

*a* Exclusive of appropriations for permanent objects.*b* Appropriation in common with other public schools of the city.*c* Appropriation in common with other departments of the university (see Table IX).*d* Special appropriation for the purchase of books and appliances; other appropriations in common with other departments of the university.*e* \$100 from the State and \$320 from the county.*f* City appropriation.*g* Includes \$15,000 for buildings.*h* Public city funds and non-resident tuition.*i* United States aid, \$8,647, and missionary contributions, \$5,350.



*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation for 1884-'85.	State appropriation per capita of pupils in the last year. <sup>a</sup>
State Normal and Training School, Geneseo, N. Y .....	\$18,000	.....
Normal College, New York, N. Y .....	697,000	.....
State Normal and Training School, Oswego, N. Y*.....	18,000	\$55 22
State Normal and Training School, Potsdam, N. Y.....	18,000	.....
Syracuse Training School, Syracuse, N. Y .....	.....	.....
University Normal School, Chapel Hill, N. C* .....	2,000	6 00
Elizabeth City State Normal School, Elizabeth City, N. C.....	c675	3 10
State Colored Normal School, Fayetteville, N. C.....	2,000	15 74
Franklin Normal School, Franklin, N. C .....	d585	3 01
State Colored Normal School (Albion Academy), Franklinton, N. C.....	500	3 63
New Berne State Normal School, New Berne, N. C* .....	c600	4 00
Newton State Normal School, Newton, N. C .....	f690	.....
Plymouth State Colored Normal School, Plymouth, N. C.....	500	.....
State Colored Normal School, Salisbury, N. C*.....	g1,092	4 00
Wilson State Normal School, Wilson, N. C.....	h725	1 22
Cincinnati Normal School, Cincinnati, Ohio.....	b5,500	.....
Cleveland City Training School, Cleveland, Ohio .....	(i)	.....
Dayton Normal School, Dayton, Ohio.....	b1,600	.....
Geneva Normal School, Geneva, Ohio.....	j8,650	.....
Ashland College and Normal School, Ashland, Oreg .....	.....	.....
Oregon State Normal School, Monmouth, Oreg*.....	0	0 00
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa .....	5,000	.....
Southwestern State Normal School, California, Pa.....	5,000	.....
State Normal School, Edinborough, Pa.....	5,000	16 00
State Normal School at Indiana, Indiana, Pa .....	5,000	.....
Keystone State Normal School, Kutztown, Pa.....	5,000	(k)
Central State Normal School, Lock Haven, Pa*.....	5,000	(k)
Pennsylvania State Normal School, fifth district, Mansfield, Pa.....	8,000	.....
Pennsylvania State Normal School, second district, Millersville, Pa*.....	10,000	(k)
Philadelphia Normal School for Girls, Philadelphia, Pa .....	b35,576	.....
Cumberland Valley State Normal School, Shippensburg, Pa*.....	5,000	(k)
West Chester State Normal School, West Chester, Pa.....	5,000	21 00
Rhode Island State Normal School, Providence, R. I .....	12,000	.....
Schofield Normal and Industrial School, Aiken, S. C .....	h400	.....
Saturday Normal School, Charleston, S. C .....	b2,500	.....
Brainerd Institute, Chester, S. C .....	l500	.....
Fairfield Normal Institute, Winnsborough, S. C .....	l500	.....
Morristown Seminary and Normal Institute, Morristown, Tenn .....	l250	.....

\* From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> Exclusive of appropriations for permanent objects.

<sup>b</sup> City appropriation.

<sup>c</sup> \$500 from State, \$100 from county, and \$75 from Peabody Fund.

<sup>d</sup> \$500 from State and \$85 from Peabody Fund.

<sup>e</sup> \$500 from State and \$100 from Peabody Fund.

<sup>f</sup> For 1884; \$500 from State, \$100 from county, and \$90 from Peabody Fund.

<sup>g</sup> \$500 from State, \$250 from city, and \$942 from Peabody Fund.

<sup>h</sup> \$500 from State, \$100 from county, and \$125 from Peabody Fund.

<sup>i</sup> Appropriation in common with other public schools of the city.

<sup>j</sup> \$750 from the State and \$7,900 from the county.

<sup>k</sup> Fifty cents a week for normal pupils and \$50 to each graduate agreeing to teach two years in the State.

<sup>l</sup> County appropriation.

*Appropriations for normal schools—Continued.*

Name of school and location.	Appropriation for 1884-'85.	State appropriation per capita of pupils in the last year. <i>a</i>
Normal department of Fisk University, Nashville, Tenn.....	\$800	
State Normal College, University of Nashville, Nashville, Tenn.....	10,000	
Sam Houston Normal Institute, Huntsville, Tex.....	b26,500	\$90 00
State Normal School, Castleton, Vt.....	c2,544	
Johnson State Normal School, Johnson, Vt.....	2,724	24 72
State Normal School, Randolph, Vt.....	d2,980	20 72
State Normal School of Virginia, Farmville, Va.....	10,000	
Hampton Normal and Agricultural Institute, Hampton, Va.....	e10,329	
Virginia Normal and Collegiate Institute, Petersburg, Va.....	20,000	27 77
Colored High and Normal School, Richmond, Va.....	f7,000	
Concord State Normal School, Concord, W. Va.....	e1,509	
Fairmont State Normal School, Fairmont, W. Va.....	2,000	9 50
Glenville State Normal School, Glenville, W. Va.....	2,000	18 51
Storer College, Harper's Ferry, W. Va.....	600	
Marshall College, State Normal School, Huntington, W. Va.....	2,000	
Shepherd College, State Normal School, Shepherdstown, W. Va.....	2,000	30 00
West Liberty State Normal School, West Liberty, W. Va*.....	1,140	25 00
Milwaukee Normal School, Milwaukee, Wis.....	g2,000	
Wisconsin State Normal School, Milwaukee, Wis <sup>h</sup> .....		
State Normal School, Oshkosh, Wis.....	16,950	22 72
Wisconsin State Normal School, Platteville, Wis.....		
State Normal School, River Falls, Wis.....	13,782	48 35
State Normal School, Whitewater, Wis.....	20,000	
Dakota Normal School, Madison, Dak.....	i27,000	i115 83
Normal School, Spearfish, Dak.....	j5,000	
Miner Normal School, Washington, D. C.....	(k)	(k)
Normal department of University of Deseret, Salt Lake City, Utah.....	k5,000	k125 00
Normal department of University of Washington Territory, Seattle, Wash.....		

\* From Report of the Commissioner of Education for 1883-'84.

*a* Exclusive of appropriations for permanent objects.*b* \$20,500 from the State and \$6,000 from the Peabody Fund.*c* For 1884.*d* \$2,830 from the State and \$100 from the county.*e* Received annually from the State, being one-third of the income in this State from the Congressional grant of land to agricultural colleges.*f* Paid by State and city jointly.*g* City appropriation.*h* Succeeds the Milwaukee (city) Normal School.*i* Territorial appropriation.*j* Territorial appropriation for 1884, which appropriation was expended for public school building.*k* Appropriation in common with other public schools of the city.

## PUBLIC AND PRIVATE NORMAL SCHOOLS—THEIR NUMBER, ATTENDANCE, ETC.

Normal schools for the training of teachers are fully established as an integral part of the public school systems of our country, and on the whole the tendency each year seems to be to make more and more liberal provision for their maintenance.

Where the number of public normal schools is few, the demand that exists for trained teachers is sufficient to induce private institutions to attempt the work of training, and in sections where education depends largely upon the fostering care of the various religious denominations or other benevolent agencies it has been seen that in no way can the work be so directly and fully promoted as by the endowment and efficient conduct of normal schools. Much of the training in these denominational schools is of a very high order, following closely the model presented in the best public normals. The present status of public and private normal schools, as regards the attendance and classification of pupils, instructors, equipment, property, valuation, and appropriations, is set forth in the summary of Table III. The number of schools reported is 263, of which 131 are public normals. The latter had 1,234 instructors and 32,130 students, nearly two-thirds of the number being women. The number of graduates was 3,162, of whom 1,793 have since engaged in teaching. Few of these schools have extensive libraries, but as a rule they are supplied with necessary books of reference. In respect to training in music, drawing, elementary science, and gymnastics, the provision, with a few notable exceptions, is meager, exceedingly so, when the great and growing importance of these subjects in a scheme of popular education is considered.

The State Normal School at Natchitoches, La., whose opening was delayed by an error in the appropriation bill, is about ready to begin operations. The Milwaukee Normal School appears now as a State normal, its province having been extended in accordance with the legal provision made as early as 1830. Two Territorial normal schools are reported from Dakota, one with an appropriation of \$27,000 and one with \$5,000. A new training school for teachers will be opened in Brooklyn the coming fall. It will be thoroughly equipped for the work, the school of methods being under the charge of Miss Lucilla E. Smith, who has achieved an enviable reputation as principal of the Washington Normal School. Every year adds to the number of public normal schools at the South. The latest addition is the training school at Charlotte, N. C., which is to be opened in September.

The private normal schools reported in the table number 132, having 842 instructors and 23,005 students, the number of male students being slightly in excess of the number of female students. The number of students who graduated last year was 1,366, of whom 692 have since engaged in teaching.

The proportion of private schools in which provision is made for instruction in gymnastics, elementary science, and vocal music, is still smaller than that of the public schools, but in the private normal schools more attention is given to instrumental music.

The property valuation of the normal schools appears for the first time in the tables. It will certainly not be charged, upon an examination of these figures, that there has been any extravagance in the matter of sites and buildings.

## ACADEMIC AND PROFESSIONAL TRAINING.

The schools under consideration differ materially in organization and conduct, as must be the case with schools adapted, as these necessarily are, to a great variety of conditions. With few exceptions the public normal schools require entrance examinations. As a rule, these examinations are limited to the branches taught in the common schools. Several schools require for admission either graduation from a high school, or evidence of equivalent attainment. These obviously possess great advantage in the purely professional part of their work. In a little more than one-half of all the schools professional training includes practice in a model school, and in a few instances these model



schools comprise the three grades, viz, primary, intermediate, and high; as a rule, however, the practice school is merely a primary grade school.

There is a very general conviction among those whose experience gives weight to their opinions that secondary or academic instruction ought to be eliminated from the normal schools, or, in other words, that they should be conducted strictly as professional schools. However excellent this idea of the function of normal schools, it cannot be generally carried out at present. In many parts of our country there are no high schools nor other efficient secondary schools accessible to those intending to be teachers, and upon the narrowest interpretation of the qualifications of a teacher the normal schools must supply this deficiency. Surely no one capable of judging in the matter will hold that a mere knowledge of the common school branches, reading, writing, and arithmetic, United States history, a little geography, and possibly less physiology, is sufficient for even the most elementary teacher, or that such limited attainments afford a suitable basis for anything worthy of the name of professional training. In the schools in which the standard of admission is low, it is indeed difficult to preserve a just balance between the time devoted to the acquisition of knowledge and to special training in the theory and art of teaching. The difficulties, however, do not appear to be insurmountable. Where the normal school is obliged to perform the function of a secondary school, students ought not to be admitted unless they give evidence of a thorough mastery of the elementary branches, with the intellectual habit that such mastery implies. Under these circumstances the course of the normal school should cover at least three years, two for general study and one for special training.

Many of our normal schools illustrate the possibility of forming excellent teachers out of pupils whose previous study has not extended beyond the common school branches. In every such case the work of the school is characterized by thoroughness and precision. While it is necessary that a large proportion of our normal schools should combine general instruction with the special function of training teachers, we must note as an evidence of progress the increasing number that are able to confine themselves to professional work. The opinions of experienced principals as to the desirability of this course deserve attention. Gen. T. J. Morgan, principal of the Rhode Island State Normal School, says with reference to this subject:

A large part of the strength of normal schools is spent in giving their pupils the rudiments of the common school studies. They do academic instead of professional work. Against this policy it may be urged that it is a waste of resources. The normal school faculties are required to do what the faculties in the high school should do. It creates rivalry and jealousy between the normal and high schools. It degrades the normal from a professional to a secondary school, thus helping to defeat its own end, the creating of a professional spirit. It fatally lowers the standard of attainment that should be required of every teacher. It overcrowds the course of study, and by attempting to teach both matter and method, does neither with thoroughness. It attempts the impossible. Students need more culture and discipline than are now required upon entering normal schools, and the separation of matter and method before they can fully grasp the significance of methodology.

A complete separation of matter and method, a thorough differentiation of the normal school into that of a strictly professional school, would, it is believed, be productive of the following results: The normal schools would at once take higher rank and compel greater respect. The ranks of college and high school teachers and grammar masters would be more largely recruited from the normal graduates. The professional work would be better done. Normal-school teachers would turn their energies toward producing pedagogical literature rather than school books. Normal students would go out with more clearly defined notions of what constitutes professional training than they now possess. The antagonism between high school and normal school would at once cease.

It is worthy of note that, in the early educational history of this country, the great institutions of learning were designed as theological schools, and their work was miscellaneous and elementary. By a natural process of evolution and differentiation the academy, the college, and the university have grown out of the divinity school. The divinity school proper, now leaving to those the work of general culture, seeks to do strictly professional, post-graduate work. The normal school is undergoing something

of the same healthy metamorphosis. The improvement and multiplication of the schools of all grades, where those who wish to teach can receive the requisite instruction in the subjects to be taught, and the growing public sentiment, or rather demand, for a higher order of professional training, unite in rendering it possible and desirable for the normal school to do distinctively and exclusively professional work.

A similar view of the province of normal schools, or, as they are called in England, training colleges, is expressed by Dr. J. W. Rigg, principal of the Westminster Training School, England. In a recent inaugural address, Dr. Rigg observes:

The training colleges will be increasingly efficient for the training of teachers in proportion as they have less need to give labor and time to the work of finishing the school learning of the students. The unfurnished condition in which students enter the colleges hinders the college tutors in all their work. With thoroughly educated students, of well-disciplined minds, entering college a year or two older, they would often be able to do more in one year to prepare them for the work of their lives than they can now do in two. And if, by having less to do in the way of imparting what in reality is merely the higher class knowledge of schools, and by having more thoroughly disciplined minds to deal with, the tutors were free to bestow more leisurely and more thorough attention on the instruction and training of their college pupils in all that belongs to the science and art of teaching and training, then we should see vastly higher and better results from our college work.

#### PARTICULAR SCHOOLS.

Detailed accounts of individual schools by those personally familiar with their operations are always helpful to those engaged in the same work. The following statement by Hon. J. O. Wilson, late superintendent of public schools, Washington, D. C., shows the plan and working of the Washington Normal School, under Miss Smith, which has for several years maintained a very high character as a school confined exclusively to the professional training of elementary teachers:

The normal school was established for the exclusive purpose of giving instruction in the science of education and the art of teaching. It was not intended that it should do academic work. Its pupils are young women not less than eighteen years of age, who have been graduated from the high school, and have successfully passed an examination in which they have attained a standard not below that required for a teacher's certificate of the third class. Under our system this certificate ranks next below the highest given. The number of its pupils was limited to twenty at first, then increased to twenty-five, and the present number is thirty. The number of candidates is always largely in excess of the limit fixed for the school, and therefore the examination becomes competitive. As the pupils in this school are required to have a knowledge of the subjects of instruction when they are admitted, its course of study occupies only one year, which is taken up mainly in learning how, and not what to teach. The course includes psychology, didactics, the history of education, and constant exercise in the practical application of the principles and methods acquired through these studies. The school has under its control practice departments made up of pupils in the lower grades, and has the privilege of observing and practicing in higher grade schools. Its pupil teachers are thoroughly trained in the manual part of the work of an efficient teacher. By the best methods of practice they learn to execute with skill and ease. They become proficient in printing, writing, and linear illustration on the blackboard; in modeling geometric and other forms and relief maps in clay of other plastic substances; in map drawing; in preparing materials for teaching color, and objects, cards, and charts, for teaching number; in making collections of flowering plants, leaves of standard shapes, and insects and other small animals suitable for use in teaching young children; in preparing sets of picture-cards for language teaching, and devising many other most useful appliances for the objective teaching required by the younger children. Upon completing the prescribed course of study satisfactorily a certificate to that effect is given to the graduates. They are then immediately employed in the schools of the city, and if their work for a period of not less than one year is entirely satisfactory they are entitled to receive the full diploma of the normal school. A good city normal school, aside from the training it gives to its own pupils, is a continual source of improved methods of teaching, and an inspiration to better work throughout the whole system of schools.

The St. Louis Normal School, under the charge of Dr. F. Louis Soldan, occupies a high position as a professional training school. During the five years preceding 1880 the



number of graduates was so much greater than the number of vacancies in the city schools that it was deemed desirable to diminish the number of normal students. This was done by making high school graduation a prerequisite for admission to the normal school. This naturally diminished the number of applicants, and at the same time secured students of much greater maturity than formerly, and therefore better able both physically and mentally to profit by the course. Since 1882-'83 the normal school has been so situated that its students have had the opportunity of practice in teaching under the supervision and with the assistance of more experienced teachers. In consideration of the different opinions advanced with reference to the advantage of a practice department in connection with normal schools, the opinion of so experienced and competent an authority as Mr. Soldan is of interest. Mr. Soldan says:

The students of the higher classes of the normal school have been sent regularly to the several rooms of the Franklin to teach for at least five weeks at a time, under the supervision of the teacher of the room. This seems to be the best way in which the practical efficiency of the young teacher can be tested, and in which she can learn how to apply the methods whose logical theory she has studied. The students have the assistance of the teacher of the room, and also the advice of an experienced teacher who inspects their work and meets them before or after school hours to give them an opportunity for obtaining advice. Another valuable feature of this plan is that the young teachers are required to hand in estimates of the ability and character of some of their pupils, which necessitates a personal study of the habits and peculiarities of the children under their care.

The Massachusetts State Normal Art School is the only institution of the kind in the United States, on which account its progress is watched with unusual interest. In pursuance of a recent act of the legislature the board of education has arranged for the erection of a new building for the accommodation of the school, and it is expected that the coming year will see the work completed. The success of this measure in the legislature is an evidence of the public appreciation of the merits of the school.

#### TEACHERS' INSTITUTES, CHAIRS OF PEDAGOGICS, ETC.

Particular accounts of the teachers' institutes held during the year will be found under the heading "Preparation and qualifications of teachers" in the abstracts of the educational affairs in the States and Territories. The subject was also exhaustively treated in a circular prepared by Hon. James H. Smart, and published by this Office as No. 2 in the series of 1885.

Chairs of pedagogics or didactics are still reported from the Universities of Michigan, Missouri, Iowa, Wisconsin, and North Carolina, and from Johns Hopkins. The chair of didactics in the University of Nebraska has been abolished.

We note also the closing of the normal departments of the following Universities: Arkansas Industrial University, University of Kansas, University of Oregon, and the summer normal of the University of North Carolina, for which is substituted the chair of pedagogics mentioned above.

The importance attaching to science instruction, and the desire recently manifested to make it a feature of public school instruction, have created a demand for the special training of teachers for this department of knowledge. One of the most important experiments in this direction is that conducted by Dr. A. S. Bickmore, professor in charge of the American Museum of Natural History, Central Park, New York City. The work has been in successful progress a number of years and receives from the State an annual appropriation of \$18,000.

Recognizing the importance of a pedagogic museum as a means of keeping teachers and school officers informed of the progress in methods, material, appliances, etc., Superintendent Draper, of the department of public instruction, New York, has begun a work of this kind in one of the rooms of the Capitol. Arrangements are being made for classifying and explaining all articles received for this exhibit.



## PUBLIC DISCUSSIONS.

The organization and conduct of normal schools and kindred topics have been freely discussed in our own and in other countries during the year. The following extracts from various sources exhibit the opinions of recognized authorities with reference to important questions.

In 1884 the committee on normal education, one of the standing committees of the National Council of Education, made a report on "Academic and professional instruction in normal schools," in which the following general propositions were recommended:

1. That the amount of academic knowledge to be required of candidates for admission to normal schools must largely depend upon the condition of education in the communities in which those schools are established.
2. That a uniform standard for admission to normal schools is impracticable.
3. That the main work of normal schools should be professional; the academic work mainly incidental and illustrative.
4. That the professional instruction should be based on a thorough study of man as a physical, intellectual, and moral being.

For the present year the same committee, through its chairman, Dr. C. C. Rounds, reported upon the subject of "Practice schools in connection with normal schools."

After a brief review of the usages in Europe and in the United States, the following recommendations were submitted:

1. A school of application, to be used as a school of observation or practice, or both, is essential to the complete organization of a normal school.

2. In its course of study this school should cover the ground of the common school, commencing with the kindergarten and extending through the grammar grade at least. It should comprise the high-school course, if practicable.

3. For the work of teaching in this school, careful preparation should be made by a course of professional study, comprising psychology and pedagogy, with special reference to their mutual relations, the history of education, and several principles of teaching. The study of methods special to the various branches in the course should accompany the work of the practice school.

4. The principal of the normal school should have the direction of the course of professional study, including general principles of teaching, and the regular teachers of the practice school should give instruction in the methods of teaching their respective branches. If, for any reason, instruction in methods can not be thus secured, special teachers of methods should be members of the faculty, as assistants of the principal in his professional instruction. Each teacher in the normal school should be teacher of methods, under the direction of the principal, in the branches in which he gives instruction.

5. The practice school should receive its character from its regular and permanent teachers, and should be under their sole care and instruction enough to secure this end. The practice teaching may take a part of each day, but it is best to have periods devoted to professional study in the normal school, without practice, followed by periods in which practice in teaching shall be substituted for professional study. The school of application should be used as a model school, while under the sole direction of its regular teachers.

6. Lessons should be first observed as given by the teachers of the school for practice, and schemes of lessons to be given should be carefully reviewed and corrected by the teachers of methods in their respective branches.

7. Lessons given should be observed by other members of the class, by the teachers of the methods of the branches taught, and by the teachers of the practice school concerned in the lessons, and so far as possible by the principal of the normal school. Conferences for criticism of these lessons should be frequently held. Criticisms should be systematically made by the pupil-teachers and the teachers observing the lesson, or the teachers may criticise the criticisms of pupil-teachers merely. From time to time, written reports of the discussions should be prepared and presented.

8. Through at least the first two or three years of the course of the practice school, each pupil-teacher should give instruction, in order, in each subject in the course, and in each grade. Later the pupil-teacher should be assigned to the teaching of special classes and subjects in the several grades for a longer time, to secure familiarity with class-work, and still later should have charge of an entire grade, to gain a knowledge of the problems arising in the conduct of a school, as regards care and discipline, as well as instruction. In these later periods of practice it should be the aim, by making criti-

cisms more and more general, to approximate the freedom in work which would attend the pupil-teacher's work in her own school.

9. There should be a weekly conference, under the direction of the principal of the normal school, and with the participation of the faculty of the normal school and of the practice school, for a free and full discussion of questions suggested by the experience and observation of pupils and teachers during the week.

10. Preparatory conferences should be held by all teachers concerned, under the direction of the principal of the normal school, to make such arrangements for the work to be done in the practice school that there may be the least possible disturbance of its regular order. To this conference pupils of the highest class in the normal school should be admitted, to give them a better acquaintance with school administration and the duties of teachers.

11. Lessons should be given to classes from the practice schools, before the normal school or classes of the same, as examples of method. For these lessons careful previous preparation should be made, and they should be followed by criticisms by pupils and teachers.

12. Though exercises in teaching classes or sections out of their school-rooms may be recommended for special ends of illustration or instruction, the practice in teaching should be in the schools themselves, under circumstances like those which will attend the future work of the pupil-teacher.

The opinion expressed in this report with reference to the necessity of a practice school, as a part of the complete organization of a normal school, is undoubtedly that which prevails wherever the training of teachers has been a subject of serious attention and practical endeavor. The opposite opinion, however, is advocated by some of the most accomplished professors of pedagogics. Among these we must count W. H. Payne, professor of pedagogics in the University of Michigan. Recognizing three distinct aims of the normal schools, viz, scholarship, method, and doctrine, Professor Payne assigns pre-eminent importance to scholarship. In discussing the essentials of this scholarship he does not overlook the attitude of mind that should characterize the student, which attitude he evidently thinks is liable to be disturbed by exercise in the practice schools.

While in pursuit of scholarship, as here considered [he says], I wonder if I am wrong in thinking that the pupil's mind should not be kept intent on the technical uses which each study is hereafter to serve? It seems to me that I am not; at least, I would not have pupils preoccupied with hourly anxieties about the demands of the class-room. It is not prevision that I am discouraging, but a certain sort of prevision. A comprehensive scheme of life that is most befitting a rational creature must exclude anxious questionings as to what we shall eat, or what we shall drink, or with what we shall be clothed. These subordinate purposes are all implicated in a wider and higher purpose, and they are best provided for by a living allegiance to the needs of the higher life. I suspect that this truth has a direct bearing on the intellectual life of the teacher.

Proceeding then to the question of method, he discusses the ways of mastering the same, viz, the scientific, the empirical, and that by observation, and then adds:

Practice, or, as it is more properly called, experiment, merely serves to make a method more completely known. But practice work in connection with normal-school instruction has become so prominent that it deserves our marked attention.

I think it is not extravagant to say that a practice school is generally regarded as an indispensable adjunct to a normal school; and a trained teacher has come to mean one who has served a longer or shorter apprenticeship in this experimental school. A school that for any reason is not provided with this necessary adjunct feels itself in an attitude of apology. From all I have observed of the actual results of this kind of training, I do not share the popular appreciation of these experimental schools. In the main, the teachers thus educated, as I have observed their work, embody and display the very spirit of routine. What they do, they do with mechanical exactness, and if their methods chance to be bad, as sometimes happens, it is followed with fatal persistence. At the same time there is often a marked absence of the scholarly spirit, and an indisposition to strive for higher attainment. The effect of technic on culture I have already attempted to illustrate, and so I need not restate this ground of objection to practice work. I will only add that the conditions under which this alleged training takes place are so peculiar and unlike those under which real school work will be done that harm is quite as likely to arise from it as good. The criticism that follows this practice-teaching is quite likely to be either superficial and worthless, or hypercritical and pernicious. If this experimental work is done, it seems to me that it should be done

subject to these conditions: The academic training should be well advanced, and the pupil should have gained a considerable mastery of educational doctrines, all to the end that he may preserve his freedom. A school of observation seems to me indispensable. The normal school itself will illustrate the high-school grade, but some express provision should be made for representatives of the primary and the grammar grades.

At the international congress of teachers held at Havre in September, and at the annual congress of the Belgian teachers held at Antwerp the same month, the conduct of normal schools was a prominent topic. M. Sluys, director of the normal school at Brussels, and a recognized authority in respect to the training of teachers, presented his views quite fully before both assemblies. The following propositions advanced by him were adopted by the Antwerp congress:

(1) A preparatory course of two years in the normal schools for wide general culture, including the study of natural science, mathematics, literature, history, geography, music, gymnastics, etc.; (2) a finishing course of not less than two years, the studies to include anatomy, physiology, hygiene, psychology, morality, school method, the science of teaching, the history of methods of teaching, and finally, practical lessons in the art of teaching; (3) the masters of training schools (*écoles normales proprement dites*) should be professors who have taught for some years in primary schools, and who possess a thorough grasp of the programme of study.

I have many times called attention in my Reports to the fact that higher scholastic attainments are required for teachers in most European countries than are required in the United States, outside of cities.



The following time-table, drawn up for general use in the training colleges of the Grand Duchy of Hessen, will serve to give some idea of the nature and amount of work expected from the students in these institutions weekly.

*Programme of German Normal Schools for Elementary Teachers.*

	Subjects.	Classes.		
		III.	II.	I.
1	Pedagogics .....	2	3	7
2	Religion .....	2	2	2
3	Bible knowledge.....	2	2	2
4	German grammar.....	2	2	1
5	Reading and literature.....	2	2	2
6	Style (composition) .....	2	2	1
7	Arithmetic and algebra.....	3	3	2
8	Geometry .....	2	2	2
9	History .....	2	2	2
10	Geography.....	2	2	1
11	Natural history.....	2	2	1
12	Natural science.....	2	2	2
13	French .....	3	3	2
14	Writing.....	2	2	0
15	Drawing .....	2	2	2
16	Gymnastics .....	2	2	2
17	Theory of music .....	2	1	1
18	Individual singing.....	2	2	0
19	Choir singing.....	0	0	2
20	Piano.....	2	1	0
21	Organ.....	0	1	2
22	Violin .....	2	1	0
	Instruction for deaf mutes <i>a</i> .....	0	0	1
	Culture of fruit trees <i>a</i> .....	0	1	0
	Total .....	42	42	37

*a* Optional.

This is a fair illustration of the preparation required of elementary teachers throughout Germany.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1875-1885 (1883 omitted).

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	131	137	134	129	144	162	202	217	221	262
Number of instructors.....	504	599	568	527	535	619	794	955	1,015	1,696
Number of students.....	26,109	25,234	23,496	21,048	22,021	27,146	34,414	44,834	44,047	43,703

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States and Territories.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last year.
			Total number of students, excluding duplicate enrollments.	In day school.	In evening school.		
Alabama.....	2	4	33	33	0	.....	.....
Arkansas.....	1	5	340	242	98	310	110
California.....	9	56	1,155	1,096	59	1,650	25
Colorado.....	2	7	103	77	26	38	.....
Connecticut.....	1	4	164	125	39	.....	.....
Georgia.....	2	4	210	189	21	.....	.....
Illinois.....	23	163	a4,418	3,814	493	21,735	1,775
Indiana.....	11	48	b2,470	1,951	469	1,100	75
Iowa.....	15	61	2,298	1,978	388	4,115	416
Kansas.....	3	15	722	636	161	425	25
Kentucky.....	6	26	935	686	285	500	100
Louisiana.....	2	11	321	274	58	2,012	26
Maine.....	3	22	760	632	226	765	110
Maryland.....	2	22	1,405	1,105	300	.....	.....
Massachusetts.....	6	18	583	443	140	280	.....
Michigan.....	11	34	c1,794	1,304	161	9,033	925
Minnesota.....	4	20	d991	694	91	600	106
Mississippi.....	3	13	172	164	8	4,600	96
Missouri.....	14	81	e2,921	2,274	497	2,440	106
Nebraska.....	4	23	853	759	94	25	.....
New Hampshire.....	3	6	335	252	83	200	.....
New Jersey.....	6	32	1,593	1,224	369	3,375	150
New York.....	20	135	f6,213	4,997	1,173	3,865	462
North Carolina.....	1	4	70	60	10	15	2
Ohio.....	26	119	g4,362	2,702	872	5,533	150
Oregon.....	2	3	145	118	27	75	18
Pennsylvania.....	18	106	h4,221	2,539	814	2,000	417
Rhode Island.....	3	13	525	411	114	222	9
Tennessee.....	7	12	i249	218	9	10,604	800
Texas.....	7	26	1,072	1,019	61	313	20
Vermont.....	3	12	178	170	8	1,276	125
Virginia.....	1	2	57	34	23	560	5
West Virginia.....	1	4	240	200	40	.....	.....
Wisconsin.....	8	34	1,326	1,059	302	2,663	61
Dakota.....	1	2	63	68	20	500	.....
District of Columbia.....	1	7	404	195	209	500	.....
Total.....	232	1,099	j43,706	k33,742	k7,748	80,834	6,114

a Not reported of 175 whether they are in day or evening school.

b Not reported of 60 whether they are in day or evening school.

c Not reported of 350 whether they are in day or evening school.

d Not reported of 206 whether they are in day or evening school.

e Not reported of 150 whether they are in day or evening school.

f Not reported of 43 whether they are in day or evening school.

g Not reported of 789 whether they are in day or evening school.

h Not reported of 882 whether they are in day or evening school.

i Not reported of 22 whether they are in day or evening school.

j Not reported of 2,677 whether they are in day or evening school.

k 461 are reported as attending both day and evening school.

## CXLVI REPORT OF THE COMMISSIONER OF EDUCATION.

The tabular comparative exhibit shows an increase of 11 commercial and business colleges over the number reported in 1884. The number of students reported is slightly less than in 1884.

As will be seen by reference to Table IV of the Appendix, a large proportion of these colleges are private institutions. Several are departments of colleges or universities. They meet an important public demand, and every year gives increased evidence of public appreciation of their services.

The programmes of foreign commercial and business colleges show that there is room for a wide extension of the province of these institutions in this country.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of kindergärten, instructors, and pupils, reported to the Bureau from 1875 to 1885, inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions .	95	130	129	159	195	232	273	348	354	415
Number of instructors..	216	364	336	376	452	524	676	814	831	905
Number of pupils.....	2,899	4,090	3,931	4,797	7,554	8,871	14,107	16,916	17,002	18,832

TABLE V.—Summary of statistics of kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.	States and Territories.	Number of schools.	Number of teachers.	Number of pupils.
Alabama .....	3	2	20	New Jersey .....	12	25	440
California .....	34	64	1,579	New York .....	41	92	21,532
Colorado .....	2	4	137	North Carolina .....	3	3	38
Connecticut .....	7	19	228	Ohio .....	26	53	641
Delaware .....	2	5	42	Oregon .....	2	4	60
Georgia .....	2	5	55	Pennsylvania .....	55	112	1,634
Illinois .....	37	71	1,715	Rhode Island .....	3	9	122
Indiana .....	11	32	622	Tennessee .....	1	.....	.....
Iowa .....	4	18	202	Texas .....	1	.....	.....
Kansas .....	3	5	134	Vermont .....	1	1	15
Kentucky .....	3	4	27	Virginia .....	1	2	22
Louisiana .....	2	9	128	Wisconsin .....	31	64	1,885
Maine .....	2	3	51	Dakota .....	3	5	82
Maryland .....	7	15	168	District of Columbia..	12	21	217
Massachusetts .....	19	38	641	Indian Territory .....	2	3	52
Michigan .....	9	18	2427	New Mexico .....	1	1	16
Minnesota .....	7	12	170	Utah .....	1	1	.....
Missouri .....	62	181	5,655	Total .....	415	905	18,832
Nebraska .....	2	3	40				
New Hampshire .....	1	1	35				

a Includes some pupils receiving primary instruction.

The total number of kindergärten reported is 415, with 905 instructors and 18,832 pupils. As compared with the number reported in 1884 there is an increase of 61 schools, which increase is chiefly in the South and West, Pennsylvania being the only eastern State that participates largely in the excess. From this State 55 kindergärten are reported, as against 27 in 1884. The new schools, which are all in Phila-



delphia, have been established under the auspices of the subprimary school society of that city.

Illinois reports 37 kindergärten, as against 25 the previous year, the new schools having all been opened in Chicago.

California reports 34, as against 29 the previous year. The work in this State, which was described at length in my last Annual Report, has been continued with equal enthusiasm during the present year. The extension of the kindergarten work to other States of the Pacific slope is largely due to the influence of the work in California, and to the efforts of teachers trained in the California schools.

Colorado, Texas, and Vermont appear for the first time in the tables.

Hon. Edward H. Long, superintendent of public schools, St. Louis, in his report for 1883-'84 calls attention to the fact that the rule excluding children under seven years of age from attending primary classes in schools having kindergärten went into effect at the beginning of the year mentioned.

No children under six years of age were admitted to the schools during the year. The total number of pupils six years old was 6,711, and the total enrollment in the kindergärten was 5,543, the average number belonging to the kindergärten being 3,147.

Little progress has been made in the establishment of kindergärten at public expense, or as a part of the public school system; nevertheless the system has had a marked effect in improving the methods of training employed in the primary grades of public schools throughout the country.

In reference to this subject, Hon. E. P. Seaver, superintendent of schools, Boston, says, after brief mention of the kindergärten maintained by Mrs. Pauline Agassiz Shaw :

Although these kindergärten form no part of the public school system, their relation to that system is important in many ways. In some localities they prepare whole classes for the primary schools; in all localities they furnish practical exemplifications of Froebel's educational principles, which our primary school teachers see and study; and the result has been that many of our primary schools have been transformed in spirit and method by kindergarten influence; so that Mrs. Shaw's beneficent work deserves recognition, not only as a charity, but also as a highly useful experiment in the practical application of educational theory.

There is no doubt in my mind that our school system would gain very much in efficiency if there were thoroughly good kindergärten in every district, through which all young children should pass before entering the primary schools. Then the primary school teachers could take the children just where the kindergartners left them, and go right on. As it is now, the advantages of the kindergarten are obscured, and in some measure lost, because the kindergarten children are mingled with other children not from kindergärten, and the primary school work, which must be adapted to the latter, is made the same for all. No doubt something has been gained, and yet more may be gained, by imbuing the teaching in the lower grades of the primary schools with the spirit and methods of the kindergarten. This is the great reason why the school committee has been right in treating the free kindergärten with encouragement and hospitality. But the next great step forward is to recognize and establish the kindergarten as a part of the system of public instruction.

The growing demand for kindergarten teachers causes a rapid increase in the number of training schools. Several public normal schools have added a class or department for training kindergartners.

# CXLVIII REPORT OF THE COMMISSIONER OF EDUCATION.

## *General statistical summary of pupils receiving secondary instruction.*

States and Territories.	In city high schools (Table II), <i>a</i>	In normal schools (Table III), <i>b</i>	In institutions for secondary instruction (Table VI),	In preparatory schools (Table VII),	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table VIII),	Universities and colleges (Table IX),	Schools of science (Table X),	
Alabama.....	.....	762	2,932	.....	273	160	23	4,150
Arkansas.....	.....	250	2,245	.....	.....	633	.....	3,128
California.....	1,698	38	4,728	633	117	1,397	34	8,645
Colorado.....	.....	.....	1,160	69	.....	177	32	1,438
Connecticut.....	102	.....	2,108	1,104	70	0	.....	3,384
Delaware.....	.....	.....	530	.....	.....	0	.....	530
Florida.....	.....	70	708	.....	.....	44	38	860
Georgia.....	2126	196	16,145	433	564	262	613	18,339
Illinois.....	2,794	428	7,364	549	347	2,503	86	14,071
Indiana.....	905	1,489	1,903	266	32	1,308	115	6,018
Iowa.....	611	358	4,563	244	181	2,235	.....	8,192
Kansas.....	218	768	1,065	.....	115	1,352	.....	3,518
Kentucky.....	879	.....	4,645	.....	880	888	70	7,362
Louisiana.....	.....	.....	1,454	.....	99	1,215	53	2,821
Maine.....	561	38	1,800	1,150	305	.....	.....	3,854
Maryland.....	.....	179	2,571	176	58	432	10	3,426
Massachusetts.....	8,224	52	3,019	3,232	60	272	66	14,925
Michigan.....	3,030	.....	2,655	112	6	979	.....	6,782
Minnesota.....	70	208	2,607	45	48	598	.....	3,576
Mississippi.....	.....	116	3,327	.....	325	494	382	4,644
Missouri.....	209	846	7,236	.....	316	1,503	271	10,381
Nebraska.....	206	223	922	.....	.....	659	10	2,020
Nevada.....	.....	.....	.....	.....	30	33	.....	63
New Hampshire.....	301	.....	1,869	856	89	0	.....	3,115
New Jersey.....	1,216	.....	4,209	945	.....	.....	.....	6,370
New York.....	3,662	532	18,847	3,480	1,166	2,660	.....	30,347
North Carolina.....	.....	415	9,178	.....	218	664	.....	10,475
Ohio.....	5,717	201	3,959	452	220	3,424	111	14,084
Oregon.....	203	158	1,892	.....	.....	812	40	3,105
Pennsylvania.....	2,507	1,609	9,646	1,814	34	1,888	90	17,648
Rhode Island.....	229	.....	126	435	.....	.....	.....	790
South Carolina.....	628	562	2,825	340	242	596	.....	5,193
Tennessee.....	529	511	8,424	349	557	2,022	64	12,456
Texas.....	.....	.....	5,902	.....	141	786	29	6,858
Vermont.....	.....	.....	3,021	146	34	0	.....	3,201
Virginia.....	129	560	3,814	50	257	123	543	5,476
West Virginia.....	.....	97	475	.....	.....	49	.....	621
Wisconsin.....	553	215	3,000	505	210	710	.....	5,193
Dakota.....	.....	.....	346	130	.....	172	.....	648
District of Columbia.....	.....	9	1,158	90	.....	62	.....	1,319
Idaho.....	.....	.....	81	.....	.....	.....	.....	81
Indian Territory.....	.....	.....	963	.....	.....	.....	.....	963
Montana.....	.....	.....	.....	.....	.....	46	.....	46
New Mexico.....	.....	.....	1,313	.....	.....	.....	.....	1,313
Utah.....	.....	.....	2,542	.....	.....	.....	.....	2,542
Washington.....	.....	.....	775	.....	.....	193	.....	963
Wyoming.....	.....	.....	85	.....	.....	.....	.....	85
Total.....	35,307	10,950	160,137	17,605	6,994	31,351	2,630	265,024

*a* In 135 cities.

*b* Strictly normal students are not included.

*c* Average daily attendance.

The general statistical summary of pupils receiving secondary instruction shows the various classes of institutions engaged in the work, with the attendance upon each. The total attendance is 265,024. According to the statistical summary of pupils in classical and scientific preparatory courses, 34,326, or 13 per cent. of the whole number, are preparing for superior instruction. The proportion of students preparing for scientific courses increases slightly from year to year.

Considering the country as a whole, the greatest number of students preparing for classical courses are in secondary schools (Table VI), and the greatest number preparing for scientific courses are in universities and colleges. Considering the country by geographical sections, the work of preparing students for classical and scientific courses is found to be distributed as follows:

	New England States.	Middle Atlantic States.	Southern Atlantic States.	Gulf States.	Southern central States.	Northern central States.	States of the Pacific coast.	Territories.
Secondary schools (Table VI) . . . . .	1,201	2,457	2,840	1,385	2,285	1,805	685	154
Preparatory schools (Table VII) . . . . .	2,741	2,277	200	.....	60	630	108	141
Preparatory departments of universities and colleges (Table IX) . . . . .	33	2,057	701	948	2,739	5,407	617	161
Preparatory departments of scientific schools (Table X) . . . . .	66	643	651	487	405	354	74	.....
	4,046	7,434	4,392	2,820	5,498	8,196	1,484	456

This shows that in the New England States more than two-thirds of the students reported as preparing for superior instruction are in schools classed in Table VII. In the middle Atlantic States and the Territories they are nearly equally divided between the three classes of institutions. In the southern Atlantic and Gulf States about one-half, and in the States of the Pacific coast a little less than one-half, of the work is done in schools classed in Table VI. In the northern central States a little more than two-thirds, and in the southern central States more than one-half, of the work is done in the preparatory departments of universities and colleges.

As compared with 1880, this exhibit indicates for the southern Atlantic and Gulf States a decided increase in the proportion of the work done in secondary, to the relief of superior institutions, and a similar though less marked change in the northern central States. Otherwise the distribution of the work is about the same as at the earlier date.

#### SECONDARY (INCLUDING PREPARATORY) INSTRUCTION.

TABLE VI.—INSTITUTIONS FOR SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1875 to 1885, inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
No. of institutions..	1,143	1,229	1,226	1,227	1,236	1,264	1,336	1,482	1,583	1,617
No. of instructors ..	6,081	5,999	5,963	5,747	5,961	6,009	6,489	7,449	7,923	8,186
No. of students.....	108,235	106,647	98,371	100,374	108,734	110,277	122,617	138,384	152,354	160,137



TABLE VI.—Summary of statistics of

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama .....	35	57	83	a2,932	1,448	1,334	2,378	478	181
Arkansas .....	20	32	50	a2,245	958	916	1,007	203	71
California .....	39	149	212	4,728	2,149	2,579	2,698	520	1,031
Colorado .....	5	16	33	1,160	543	617	463	110	84
Connecticut .....	38	64	122	a2,108	1,002	1,046	1,281	377	338
Delaware .....	6	12	14	530	274	256	329	89	35
Florida .....	6	6	29	708	245	463	594	61	54
Georgia .....	189	a265	264	a16,145	7,929	7,929	9,688	2,130	830
Illinois .....	52	a124	217	a7,364	2,579	4,213	3,087	262	936
Indiana .....	13	18	46	1,903	613	1,290	1,252	143	135
Iowa .....	40	a86	87	a4,563	2,223	2,173	1,973	378	394
Kansas .....	8	a36	17	1,065	487	578	374	34	249
Kentucky .....	53	95	202	4,645	2,087	2,558	2,587	513	372
Louisiana .....	17	34	49	a1,454	716	617	839	68	303
Maine .....	22	34	36	1,800	924	876	868	192	99
Maryland .....	37	95	111	2,571	1,362	1,209	1,678	305	587
Massachusetts .....	51	97	192	3,019	1,207	1,812	61,704	545	679
Michigan .....	13	39	75	a2,655	986	1,449	1,948	234	352
Minnesota .....	20	a52	66	a2,607	1,415	1,076	1,668	243	731
Mississippi .....	31	a56	76	a3,327	1,439	1,689	2,148	278	41
Missouri .....	66	163	234	a7,236	3,357	3,659	5,340	724	1,089
Nebraska .....	12	24	34	a922	338	554	492	91	146
New Hampshire .....	32	45	50	a1,869	962	857	1,218	374	151
New Jersey .....	47	122	145	a4,209	2,077	2,072	2,843	478	2,141
New York .....	179	a515	654	18,847	8,821	9,631	11,023	2,772	3,707
North Carolina .....	108	a188	176	9,178	5,057	3,876	65,962	1,701	378
Ohio .....	45	a100	136	a3,959	1,569	2,130	62,190	425	654
Oregon .....	20	26	86	1,892	596	1,296	1,069	164	209
Pennsylvania .....	104	a257	369	a9,646	5,075	4,358	4,168	1,581	1,447
Rhode Island .....	3	3	8	126	3	123	71	17	73
South Carolina .....	22	40	61	a2,825	1,219	1,496	2,391	343	263
Tennessee .....	77	a145	138	a8,424	4,034	3,588	6,082	1,077	209
Texas .....	40	a103	117	a5,902	2,606	2,375	3,783	650	902
Vermont .....	27	53	88	3,021	1,496	1,525	1,835	633	414
Virginia .....	39	a84	85	a3,814	1,800	1,614	3,202	592	434
West Virginia .....	6	8	10	a475	225	205	395	82	24
Wisconsin .....	26	90	114	3,000	1,420	1,580	1,479	566	982
Dakota .....	4	8	10	a346	122	121	224	95	3
District of Columbia .....	17	35	102	a1,158	366	772	822	143	375
Idaho .....	1	1	4	81	25	56	36	11	-----
Indian Territory .....	9	a18	24	a963	318	434	709	72	16
New Mexico .....	8	29	14	1,813	825	488	688	39	305
Utah .....	16	20	50	2,542	1,108	1,070	542	37	15
Washington .....	13	19	29	a775	329	397	435	72	42
Wyoming .....	1	0	4	85	35	50	-----	-----	-----
Total .....	1,617	a3,463	4,723	a160,137	74,369	79,007	95,563	19,902	21,481

a Sex not reported in all cases.

institutions for secondary instruction.

Number of students.								Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered school since close of last academic year.	Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.		Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
192	83	60	7	15	22	23		9,040	264	\$185,200	\$22,500	\$1,420	\$37,283
108	59	23	4	8	11	11		3,057	907	89,700	-----	675	27,763
223	303	284	52	33	31	33		25,085	635	877,200	45,000	2,250	156,962
31	27	8	-----	5	5	4		3,800	300	230,000	1,500	-----	16,400
116	73	30	11	24	20	26		11,617	445	344,000	125,055	3,692	38,060
24	7	4	-----	4	2	3		2,200	820	117,000	7,000	420	19,000
49	4	2	-----	3	5	5		1,450	150	110,000	-----	-----	3,060
990	301	274	73	54	83	95		18,534	2,750	551,000	6,000	1,610	134,471
306	69	69	42	36	39	34		21,959	873	1,164,890	35,640	8,760	113,369
9	45	49	27	9	9	6		9,950	314	178,500	70,662	4,633	17,766
b213	118	53	13	19	22	19		9,777	1,143	279,275	114,000	7,900	39,595
66	177	17	-----	6	7	7		6,312	2,012	125,550	9,396	704	5,241
253	112	122	15	29	36	40		15,175	1,082	426,700	31,500	1,800	74,671
57	52	56	54	7	10	11		5,729	101	87,000	-----	-----	10,880
104	42	21	7	14	5	11		10,061	719	271,150	65,850	4,321	14,570
57	42	114	20	25	19	23		28,640	1,000	638,700	717,000	40,000	41,200
177	63	35	17	38	31	28		26,683	1,624	1,199,000	830,364	49,862	60,379
103	25	85	12	12	11	9		9,895	473	220,000	23,000	1,500	20,153
142	138	27	6	12	17	16		7,357	1,193	390,500	59,400	3,944	75,700
212	113	60	35	10	18	21		9,713	370	161,200	40,000	4,000	19,298
b476	297	170	138	41	55	54		23,343	1,555	844,900	20,000	1,250	161,120
70	57	26	2	8	10	8		7,537	796	195,300	15,500	1,550	19,415
164	104	27	17	10	8	11		20,532	521	264,600	184,060	8,603	21,014
210	115	55	28	36	33	30		21,445	485	275,700	29,626	2,215	116,135
983	464	226	91	134	112	124		117,453	4,552	4,187,414	424,596	23,773	448,208
903	303	b165	49	43	61	65		22,123	1,545	572,550	28,500	4,460	124,250
105	111	61	23	21	27	31		26,361	1,186	393,700	122,225	4,587	47,083
105	54	10	7	13	14	15		5,950	157	323,300	34,870	2,150	14,359
356	87	155	29	78	58	55		78,579	2,667	4,804,837	7,237,631	965,854	174,448
-----	-----	-----	1	2	2	2		500	-----	-----	-----	-----	-----
123	167	50	31	15	13	13		9,558	512	192,000	800	5,260	27,625
370	357	153	53	22	48	49		9,467	2,746	340,450	69,850	6,700	68,327
427	247	78	11	25	28	29		10,216	1,052	312,200	-----	1,303	56,295
293	65	53	13	19	19	23		10,640	403	438,000	312,500	17,545	33,486
92	29	43	9	18	20	21		17,342	353	373,700	65,000	305	64,134
10	-----	-----	3	4	4	4		4,200	-----	73,000	-----	-----	2,800
203	23	12	4	18	20	19		44,392	2,720	612,500	14,000	800	20,693
7	-----	-----	3	4	4	4		688	116	51,000	18,000	1,260	3,790
24	11	15	1	14	11	11		9,200	550	175,250	-----	-----	19,950
-----	-----	4	7	1	1	1		1,000	-----	20,000	0	0	1,100
3	2	8	-----	3	6	5		3,600	500	349,500	20,200	-----	1,772
26	14	23	4	5	6	6		5,165	277	50,000	-----	-----	4,900
b29	-----	2	-----	3	4	4		3,242	159	214,900	500	40	17,054
22	16	2	3	7	6	5		3,565	343	181,000	60,000	3,109	10,218
-----	-----	2	-----	1	1	1		0	-----	-----	-----	-----	-----
8,433	4,579	2,733	925	909	974	1,015		692,241	40,875	23,392,166	10,861,725	1,207,755	2,389,947

b Classification not reported in all cases.

The comparative summary of institutions reporting in Table VI shows a steady increase in the number of schools, instructors, and students. In this increase the New England and Middle States apparently bear no part, the number of this class of schools reported from the two sections having decreased by 44 since 1877.

The character of the schools as regards the courses of instruction, the number of teachers, equipment, and funds is very fully set forth in the detailed statistics of Table VI of the Appendix.

Instrumental music is taught in two-thirds of the schools, and vocal music and drawing in more than one-half.

The following table shows the percentage of secondary schools in each geographical section reporting chemical laboratories and philosophical apparatus, with the percentage of increase since 1877:

Geographical section.	Percentage of schools reporting chemical laboratories.		Percentage of schools reporting physical apparatus.	
	Increase since 1877.	Decrease since 1877.	Increase since 1877.	Decrease since 1877.
New England States.....	38	6	50	8
Middle Atlantic States .....	38	4	55	1
Southern Atlantic States.....	10.2	1.1	16.9	2.5
Gulf States.....	12	7	20	4
Southern Central States .....	17	7	24	2
Northern Central States.....	24	14	40	3
States of the Pacific Slope.....	42	21	50	8

A little over 5 per cent. of the pupils of the secondary schools are reported as preparing for classical courses in college, and 2.8 per cent. for scientific courses. The number reported as entering colleges and scientific schools since the close of last year is 28 per cent. of the number reported last year as preparing for superior institutions. The majority of all the scholars are in the English course, and it is probable that these, together with a large proportion of the scholars not so classified, complete their education in the secondary schools.

A great trust is therefore committed to these schools, and it is of the utmost importance that the public opinion of the communities in which they are placed should hold them up to a high standard.

The report of productive funds alone is sufficient to indicate the need of more liberal endowments for this part of the general educational work of the country.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the Appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1875 to 1885, inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	102	105	114	114	123	125	130	157	169	179
Number of instructors.....	746	736	796	818	818	860	871	1,041	1,183	1,218
Number of students.....	12,954	12,369	12,510	12,538	13,561	13,239	13,275	15,681	18,319	17,605



TABLE VII.—*Summary of statistics of preparatory schools.*

States and Territories.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
Alabama .....	1	1	.....	0	.....	10	2
California .....	5	33	48	60	525	16	0
Colorado .....	3	6	5	.....	a64	2	.....
Connecticut .....	6	43	157	125	a822	42	13
Georgia .....	2	14	110	10	a313	8	2
Illinois .....	10	58	162	105	a282	13	23
Indiana .....	3	21	12	8	a246	4	.....
Iowa .....	3	22	8	3	a233	(6)	.....
Maine .....	11	52	178	39	a933	47	3
Maryland .....	4	27	23	16	a137	18	2
Massachusetts .....	31	229	1,075	355	a1,802	175	62
Michigan .....	1	7	6	15	91	3	1
Minnesota .....	1	2	.....	.....	a45	.....	.....
Missouri .....	1	20	.....	.....	.....	6	3
New Hampshire .....	6	42	476	136	244	71	17
New Jersey .....	7	64	223	142	580	33	37
New York .....	33	270	960	351	a2,169	171	93
Ohio .....	8	50	182	39	a231	34	7
Pennsylvania .....	18	125	289	273	a1,252	120	49
Rhode Island .....	3	31	149	17	269	22	9
South Carolina .....	2	11	50	30	a280	9	4
Tennessee .....	3	13	49	20	a280	7	.....
Vermont .....	2	14	22	12	112	3	.....
Virginia .....	5	14	.....	.....	a50	42	7
Wisconsin .....	6	30	54	31	a420	70	2
Dakota .....	3	12	38	38	54	4	3
District of Columbia .....	1	7	50	15	25	15	1
Total .....	179	1,218	4,326	1,840	a11,439	945 <sup>(6)</sup>	346

a Includes students preparing for classical or scientific course, the number included not being specified.

TABLE VII.—*Summary of statistics of preparatory schools—Continued.*

States and Territories.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama .....	0	0	.....	.....	.....	\$1,500
California.....	1,200	110	\$105,500	.....	.....	6,750
Colorado .....	100	20	77,440	.....	.....	.....
Connecticut .....	4,450	175	485,000	\$62,000	\$500	7,500
Georgia.....	500	25	47,000	150,000	5,000	1,800
Illinois .....	5,420	65	92,500	11,064	625	31,000
Indiana.....	.....	.....	30,000	.....	.....	800
Iowa.....	3,409	353	90,637	17,000	1,200	12,345
Maine.....	4,762	1,596	236,000	163,500	8,460	11,922
Maryland .....	2,200	110	92,000	.....	.....	32,630
Massachusetts.....	23,914	1,134	1,099,885	829,512	53,089	127,175
Michigan .....	850	150	100,000	.....	.....	.....
Minnesota.....	.....	.....	.....	.....	.....	.....
Missouri.....	.....	.....	75,000	.....	.....	23,000
New Hampshire.....	15,700	875	209,000	285,000	16,070	11,564
New Jersey.....	5,300	681	1,026,000	521,500	19,260	50,062
New York.....	16,390	641	1,236,442	172,000	12,970	148,192
Ohio.....	1,900	125	184,330	.....	1,740	22,232
Pennsylvania.....	7,865	355	497,500	205,000	10,500	68,773
Rhode Island .....	1,350	125	160,000	90,000	3,900	24,060
South Carolina .....	400	.....	15,000	.....	4,000	6,000
Tennessee.....	815	60	16,500	.....	.....	2,500
Vermont.....	1,800	150	38,000	45,500	3,700	1,200
Virginia.....	9,000	225	37,000	.....	.....	.....
Wisconsin.....	3,460	601	131,000	35,000	2,000	2,600
Dakota .....	1,700	980	95,000	2,000	200	.....
District of Columbia.....	.....	.....	27,000	.....	.....	6,000
Total .....	117,485	8,476	6,203,734	2,589,076	143,214	604,605

Table VII includes a large number of schools that have gained marked distinction. They are a characteristic institution of the New England and Middle States, 70 per cent. of the whole number reported being located in these sections. The close connection which these schools maintain with superior institutions, their endowment, and the nature of their patronage, have all contributed to the maintenance of a high standard.

As the name "preparatory" indicates, the aim of the schools is to prepare students for college; and although the majority of their students do not matriculate, all have the advantage of pursuing a well systematized course of study which has been universally approved as the best possible preparation for a liberal education. The value of this training as a preparation also for practical life is abundantly illustrated by the careers of graduates who pass directly from these schools to commercial and industrial pursuits. Naturally the strength of the schools has consisted hitherto in the thoroughness of the instruction in mathematics and the classics. More recently demands have arisen in the direction of science and the modern languages. To meet these demands additional buildings, teachers, and educational appliances are required, and strenuous efforts are being made by the teachers, trustees, and alumni of the leading schools to increase their funds proportionably. About one-half the schools report a chemical laboratory, and more than two-thirds philosophical apparatus, but, as a rule, where such provision exists it is of rather a meager character. The centennial of Phillips Exeter Academy, one of the most noted of the schools in question, which occurred in 1883, afforded the occasion for special efforts looking to the increase of its resources and equipments. The long cherished desire of the trustees to erect a gymnasium has been accomplished, chiefly as the result of a bequest of \$50,000 from Dr. Francis Parkman Hurd, of Boston.

The importance of such an adjunct to schools of this class cannot be overestimated, as their pupils are just at the age when physical training properly conducted is likely to yield the best result.

By reference to Table VII of the Appendix, it will be seen that only 66 of the schools report gymnasiums. Out of a total of 17,605 students, 4,326 are reported as preparing for a classical course in college, and 1,840 for a scientific course.

The number reported as having entered colleges and scientific schools since the close of the last academic year is about 20 per cent. of the number reported that year as preparing for these institutions.

#### PUBLIC HIGH SCHOOLS.

A large part of the work of secondary instruction in our country is accomplished in public high schools, of which with the present information it is not possible to make more than a partial exhibit. As a rule the city high schools are provided with superior teachers, and have unusual facilities for instruction in the branches that constitute what is generally termed the "modern course," including drawing, science, French, and German.

The steady increase in the number of these schools, and the liberal appropriations made for building and furnishing the same, are the best evidences of the recognition of their value on the part of the public. Such evidences are furnished from every part of the country. For illustration, I may point to two high-school buildings recently completed—one at Hartford, Conn., the other at Portland, Oreg. The former, which replaces that recently destroyed by fire, cost, with its furnishings, library, apparatus, &c., \$285,000, the cost of the lot, in addition, having been \$30,000. The latter cost between \$127,000 and \$130,000, besides the cost of the lot, which was also \$30,000.

In the circular already referred to in this Report (see p. CIII) Mr. Philbrick said: "Forty years ago there was not one public high school west of the Alleghanies, and those of the Atlantic cities south of New England could have been counted on the



fingers of one hand." Out of 148 city high schools reported in Table II of the present Report, 10 are in southern and 43 in western cities. These figures give but a small idea of the number of public high schools or of the growth of public sentiment in their favor, as they do not include all the city high schools and none of those in rural districts.

In the comparatively small proportion of the high schools tabulated, are enrolled 13 per cent. of all the scholars reported as receiving secondary instruction.

#### MEASURES FOR IMPROVING SECONDARY INSTRUCTION.

Among the most prominent subjects of discussion during the past two years has been that of the scope and conduct of that part of education which is intrusted to the schools classed as secondary or preparatory. The advance in college standards necessitates a corresponding advance in the preparatory work; the interests of science call for a great enlargement of the curriculum, while the public have become more exacting with reference to results that conduce directly to business and industrial success.

Wise counsels, carefully elaborated plans, ample resources, and nice adjustment are more necessary here than in any other part of educational activity. Fortunately the need has already given rise to several important conferences, and to some permanent associations whose efforts are directed to the solution of the problems suggested.

The Modern Language Association of America, whose organization dates from December, 1884, has already made valuable contributions to the discussion of the courses of study best suited to the preparatory schools. The Massachusetts Classical and High School Teacher's Association at the last annual session appointed a committee to consider what steps should be taken to promote co-operation between the colleges and the preparatory schools. Circulars were issued to the presidents of the New England colleges and other prominent educators, in response to which a notable gathering of college presidents, masters of schools, and others was held in the Boston Latin School in October. As a result of this conference the New England Association of Colleges and Preparatory Schools was formed, having for its immediate purpose the equalizing of requirements for admission to the New England colleges.

The influence of the association will undoubtedly be felt in other sections of the country, and in reference to other problems pertaining to secondary instruction.

#### OVERWORK IN SECONDARY SCHOOLS.

One of the most important considerations that has been urged upon public attention in recent years is that of overwork in schools of the grade under consideration.

There is a very general impression that the evil exists. The matter is one of such far reaching consequence that I deem it desirable to devote considerable space to the following reports of two investigations carried on abroad with reference to this matter.

#### SCHOOL HYGIENE.

In his work on overpressure in high schools in Denmark, Doctor Hertel gives the following results of his examinations of the pupils of the high (secondary) schools of Copenhagen, which are attended by children of the upper classes. Doctor Hertel obtained his information by sending printed forms to be filled out for each school by both teachers and parents. The points on which inquiry was made were the age and class of the pupil; the number of hours of school work, and the time employed at home in preparation; the amount of written exercises to be done at home; whether a private tutor aided the pupil, and for how many hours; whether the pupil had any difficulty on the whole or in any particular subject; his state of health; the hour he went to bed, and the number of hours' sleep he had. The teacher was also requested to state whether the pupil in question was one of the best, middling, or dullest in the class. All the columns except those for the first two points were to be filled up by

the parents. In describing his method of getting at the number of sickly children, Doctor Hertel said:

It is essential I should explain what I mean by sickly children. Many head masters have tried to prove to me from the school sick lists that the state of health in their schools is excellent; but the sick lists are of no value on this point, for they merely show the number of children who are absent owing to temporary illness. It is not to such cases of temporary illness that I refer when I speak of sickly children. By "sickly" I mean *unsound children, who suffer from chronic complaints, but who are, nevertheless, able to attend school regularly; in short, children whose state of health is abnormal, and who require special care, both at home and at school, during their growth and development.* It is only such cases that have been collected here and designated as sickly; properly speaking, they ought to be called cases of *unsound or abnormal* health.

The information in regard to boys' schools was taken from 14 schools having the classical and modern sides, and including 3 of the largest preparatory schools. The 14 schools had a total of 3,141 boys, of whom 1,900 were healthy, 978 were sickly, and 263 were called non-returned, on account of insufficient returns or where returns were wanting. The percentages were, healthy, 60.5; sickly, 31.1; non-returned, 8.4. On entering school the conditions were, healthy, 74 per cent.; sickly, 18.4; non-returned, 7.6. These conditions were ascertained by taking the two youngest mixed classes, consisting of 369 pupils. In the third mixed class the proportion of sickly rose to 34 per cent., nearly double the amount in the lowest; while in all the 6 mixed classes, containing 1,742 children, the healthy were 62.2 per cent.; sickly, 29.9; non-returned, 7.9; showing a great increase in the proportion of sickly children, an increase obviously due to the influences of school life. At about twelve years of age the pupils leave the mixed classes, and pass either to the classical or the modern divisions. In the first modern class the proportion was, healthy, 49.7 per cent.; sickly, 33.8; non-returned, 11.5, the highest proportion of sickly children in the modern division. It falls in the next 3 classes and the average of the whole division was, healthy, 56.5 per cent.; sickly, 31.1; non-returned, 12.4; the number of pupils being 300. In the classical division, second class, a rise in the percentage of sickly occurs, reaching 41.9 per cent., the highest observed percentage in any class. In the third class it drops to 31.8 per cent., and the average for the whole 783 pupils in the rhetorical section was, healthy, 58.5 per cent.; sickly, 34.4; non-returned, 7.1. In the mathematical section, consisting of 85 pupils, 63.2 per cent. were healthy, 28.3 sickly, and 3.5 non-returned. In the two highest classes of the classical division, both rhetorical and mathematical, there were 63.3 per cent. healthy pupils, 31.1 sickly, and 9 non-returned; the sickly being thus one-third of the whole. The sudden rise and fall in the earlier classes of both the modern and classical divisions is due to the period of development, the pupils being then about thirteen years old. Of special complaints, anæmia, scrofula, nervousness, headache, bleeding at the nose, and diseases of the eye are the principal. The eye diseases increase from the youngest to the oldest classes.

The hours of work, *i. e.*, the number of hours spent at school and in home preparation, were 4.6 hours in the lowest mixed class, and rose to 7.7 in the highest. In the classical division, rhetorical section, the increase was from 8.2 hours a day in the lowest to 10.4 in the highest class. Besides the work done in and for the school, 23.7 per cent. of the pupils had private tuition, which increased the daily amount of work in the upper classes to eleven hours a day.

Information was also collected with regard to schools for girls belonging to the upper classes. Altogether 1,211 girls between the ages of five and fifteen were examined, the percentages being: healthy, 53.1; sickly, 39.4; non-returned, 7.5, the proportion of sickly being greater than in the boys' schools. Between the ages of twelve and sixteen the number of sickly girls increases. Dr. Hertel says, "Sickness among school girls here shows itself unmistakably to be so great that we must put aside all illusions, and openly confess that the present generation of young girls is weakly, anæmic, and nervous to an extraordinary degree." Taking the first two years, as in the case of the boys, as a criterion of the state of health of the girls on beginning their education, the following percentages were obtained: healthy, 71; sickly, 22;

non-returned, 7. Taking the numbers in the oldest classes as an indication of the state of health on leaving school, 78 pupils gave 32 healthy, 41 sickly, 5 non-returned, or 41 per cent. healthy, 53 per cent. sickly, and 6 per cent. non-returned. The particular complaints were substantially the same as with the boys. In both sexes scrofula increased up to about the fourteenth year, and then decreased rapidly. The hours of work increased from 5 hours daily for the youngest to nearly 9 hours for the oldest, including private tuition.

Doctor Hertel draws several general conclusions and makes valuable practical suggestions from the results of his investigations, which cannot be further alluded to here.

Prof. Axel Key, of Stockholm, who has followed the same line of investigation with Doctor Hertel, delivered an address on the health of the students of Swedish schools before the international medical congress, held at Copenhagen, in 1884, of which the following is the substance. Professor Key says:

In the schools of my fatherland, Sweden, as indeed in those of all the countries whose distinguished representatives I have had the honor to address, the study of the classical languages has always occupied a predominant and, indeed, an oppressive place. Realschule students are admitted to hardly any of the university examinations. Classical studies are regarded as possessing a special power of giving a formal training to the intellect, and even in our time it is deemed necessary to give a clear, objective, and living insight into the life of classical peoples, whether one desires a scientific or simply a general humanistic culture. Whether our young men have obtained such an insight when they leave school is a question which I will not now discuss. \* \* \* Modern life, bringing with it the new and rapidly developing sciences of our time, has been making new and higher demands upon the school, which after a long resistance can no longer be set aside, and an attempt has been made to satisfy them by constantly increasing the school work of our children. To such an extent has this increase been carried that it is no longer compatible with a sound mental and bodily development. The Strasburg commission said in their well-known report: "We can hardly restrain our astonishment that persons should have allowed themselves to lay such an unheard-of tax on the infant organism." In the same way physicians in all countries are uttering loud protests against the altogether too heavy load with which the development of our youth is burdened. Overpressure has come to be one of the questions of the day in our northern countries, as well as elsewhere. Doctor Hertel has shown the extent of work-time which is exacted from Danish children by the school. The following table shows that it is still worse in Sweden:

Class.	Average work-time for all schools.		Longest time in any one school.		Shortest time in any one school.	
	Weekly.	Daily.	Weekly.	Daily.	Weekly.	Daily.
	Hours.	H. M.	Hours.	H. M.	Hours.	H. M.
Latin, VII, 2.....	66.2	11 2	87.0	14 30	57.8	9 38
VII, 1.....	68.2	11 22	76.0	12 40	60.2	10 2
VI, 2.....	67.4	11 14	77.9	12 59	58.2	9 42
VI, 1.....	66.1	11 1	72.9	12 9	58.1	9 41
V.....	58.7	9 47	66.5	11 5	50.2	8 22
IV.....	55.9	9 19	61.2	10 15	47.0	7 50
Real, VII, 2.....	68.0	11 20	88.8	14 48	57.8	9 38
VII, 1.....	66.1	11 1	82.1	13 41	58.2	9 42
VI, 2.....	62.8	10 28	83.8	13 58	55.6	9 16
VI, 1.....	63.8	10 38	77.5	12 55	56.0	9 20
V.....	58.0	9 40	67.6	11 16	51.7	8 37
IV.....	54.7	9 7	61.7	10 17	48.0	8 0
Mixed, III.....	47.7	7 57	53.0	8 50	43.7	7 17
II.....	46.6	7 46	53.2	8 52	41.9	6 59
I.....	41.5	6 55	48.1	8 1	37.7	6 17



The table is based partly on legal requirements (programmes), and partly on accurate information obtained from individual pupils and checked by consulting teachers and parents. It refers to the schools which give maturity diplomas, and which comprise 9 classes for pupils between 9 and 18 years of age. Beginning with the fourth class, the schools are divided into a *real* and a classical, or Latin, division.

The table shows that the average time required by the schools is approximately 7 hours a day, even for the youngest pupils. The length of time increases rapidly and constantly until in the Latin division it is nearly 11½ hours a day for students in the class next to the highest. Students in the highest of the *real* classes have the same length of time. Gymnastic instruction is included in the table; if we deduct the time allotted to that (about half an hour a day, approximately), the average working time for pupils of all the last four classes of the Latin division, and of the last two of the *real* division, is between 10 and 11 hours a day, and in the last two classes nearly 11 hours. Since these figures express the average time, without taking account of private instruction and elective studies, it is easy to see that there must be a large number of boys who devote much more time to study. Indeed, one of the schools shows an average time of 14 hours of obligatory work, after deducting gymnastics, during the day and night. How can children find under such circumstances the time necessary for meals, rest, bodily exercise in the open air, and above all, for sleep? Must not their mental powers be fatigued and dulled by such a burden, and their bodily development suffer or be checked? What are the actual facts as to the health of the school children?

Notwithstanding the clamor that has been raised in different countries of Europe about the overpressure question, and the numerous commissions which have busied themselves with it, the opinions hitherto expressed have, in general, treated the subject too subjectively. Thorough and varied examinations of the condition of the health of the school population have not been instituted. Even the idea of overpressure is very differently understood, and consequently the question receives as many different answers as there are different views. It is high time to approach this subject more closely, in order to lay a substantial foundation for an opinion.

To Doctor Hertel belongs the honor of having first attacked the question in the proper way, in his investigation of the condition of the schools of Copenhagen, by a method which proved to be very suitable and which he has brought to the knowledge of persons interested in the subject. About two years ago a commission was appointed in Sweden to examine into the organization of the entire secondary school system. Although a hygienic investigation of the schools was not the only object of the commission (in which respect it differed from the Danish commission appointed at the same time), yet it was decided to make such an investigation, and as thoroughly as possible, in order to take its results into account in making the new organization, as well as in determining the time to be allotted to school work. Hertel's method was generally followed, and the investigation was made easier for us because attendance of a school physician at nearly every secondary school in Sweden is required by law, so that we could enter into more details than would otherwise have been the case. Our investigation was to be confined to secondary schools for boys, but we also examined 36 schools for girls. Altogether 14,722 boys and 3,246 girls were examined. We made no examination of the common schools. The principal results for boys' schools are given in the following summaries.

Out of 11,227 boys examined, 5,025, or 44.8 per cent., were out of health. The distribution of the sickly among the different kinds of instruction shows that 50.2 per cent. of the Latin students were suffering from some complaint, 39.6 per cent. of the *real* students, and 40.9 per cent. of the younger pupils who attended the three lower or mixed classes. The percentages of particular complaints were, anæmia, 12.7 per cent.; nose bleed, 6.2 per cent.; nervousness, 2 per cent.; loss of appetite, 3.2 per cent.; headache, 13.5 per cent.; near-sightedness, 15.2 per cent.; unspecified, 9.9 per cent.; besides 1.5 per cent. of cases of curvature of the spine, and 2.7 per cent. of scrofula. In the Latin division there was a steady increase of the percentages of sickly pupils from the lowest to the highest class, viz, from 43.9 per cent. in the lowest class to 58.5 per cent. in the highest; but none of the special complaints showed such an increase, except nervousness and near-sightedness, the latter of which rose from 9.3 per cent. in the lowest to 37.3 per cent. in the highest class. In the *real* division the percentages were, 38.1 per cent. of total sickly in the lowest class, which increased, but irregularly, to 50 per cent. in the highest. In this division near-sightedness increased from 8.9 per cent. in the lowest class to 26.3 per cent. in the next to the highest, and fell to 21 per cent. in the highest, while there was no regularity in the relations of the particular complaints. In the three lower or mixed classes the percentages of total sickly pupils were 37.6 per cent. in the lowest, 41 per cent. in the second, and 43.2 per cent. in the highest, while the near-sightedness was 6.1 per cent., 6.4 per cent., and 9.6 per cent., respectively.

The question is, can statistics show that the length of time devoted to school work has a definite influence on the health of school children? His first examinations of

the schools of Copenhagen gave Hertel positive results on this question, but subsequent examinations of the schools of all Denmark led to negative results. I am of the opinion that the method employed by Doctor Hertel in making the examinations was not adapted to produce more accurate results, and we followed another method.

The conditions for making the comparison are, that the boys to be compared must live as nearly as possible under similar sanitary conditions; they must be examined in a uniform way and as closely as possible; and their number must not be too small, and, if possible, equally great.

We examined only the schools of Stockholm, with about 2,000 boys. We found the average working time of each class and arranged the boys in two groups, those who worked more than the average time and those who worked less. It then appeared that 50.8 per cent. of the boys who worked less than the average time were sickly, and 56.1 per cent. of those who worked over time—a difference of 5.3 per cent. We were unable to make any comparison with the common schools of Sweden, because they did not enter into our plan of examination. From Doctor Hertel's report we learn that the pupils of the Danish common schools are nearly as sickly as those of the secondary schools, and that is probably the case in Sweden. But this circumstance should not, as Doctor Hertel pointed out, relieve our solicitude. We should not say that this high degree of sickness belongs to youth. Sickness is never physiological, least of all in youth; and whenever we meet it, it is our duty to seek for its causes and combat them with all the means which knowledge and experience have placed in our hands. A physician or hygienist who finds a bad sanitary condition in one family or locality should not content himself with reflecting that the same condition is to be found in another family or locality; he must oppose it wherever found. That the home and family are more to blame for sickly children than the school may well be true, and school teachers often find consolation in the fact. But the school is still responsible for a portion of the evil.

Let it be our effort to improve the sanitary conditions of the homes as much as possible, but we can never get such a hold upon them as upon the school. The Government has the power to make the requirements of physiology and hygiene recognized in the school. \* \* \* Sound hygienic principles, through which the harmonious development of the bodies and minds of the children is promoted, will then flow back from the school to the home. The school must become a hygienic model. \* \* \* Aside from all other circumstances, which must be taken into account in order to attain this object, it is necessary, first of all, to place the school under strict hygienic control. It gives me pleasure to state that the Swedish commission has recommended the appointment of a school physician to attend every school. He is to make a thorough examination and report upon the health of all the scholars at the beginning and end of every school year. This will require measuring and weighing of the pupils, in order to discover the degree and progress of their development, and an examination of their eyes will also be made at the end of every school year, with special reference to near-sightedness. Once a month the school physician will make an inspection of the schools with special reference to everything connected with hygiene. The physician is to be a member of the school direction and will be qualified to take the initiative, and his opinion must be regarded in all questions of hygiene, even in arranging the school programmes. Moreover, one of the teachers will be appointed hygienic assistant. He will be charged with the daily supervision of the hygienic conditions of the school, and will assist the physician in the more mechanical details of the work, or attend to them himself. The Swedish commission expressed itself as follows: "It is much to be desired that every school teacher should have the necessary knowledge of hygiene. It is hoped that this knowledge will soon be required of teachers by law."

Activity in the direction of school hygiene in this country during 1885 was shown in several quarters. An address on school hygiene, by Dr. Middleton Michel, professor in the Medical College of the State of South Carolina, was delivered before the State Normal Institute at Charleston, S. C., in August, 1885.

Doctor Michel opened his address by calling attention to the increasing public interest in sanitation, and to the importance of disseminating the principles of hygiene through the teaching of physiology. He enlarged upon the general ignorance of physiological and hygienic principles due to the neglect of instruction on those subjects, and then spoke of the importance to the community of a knowledge of the prevention of disease, which he considered greater than the knowledge of cure. This importance he illustrated by considering the economical side of the question. It appears from statistics that every death costs the community about \$1,000, part of which would be saved by a knowledge of prevention, which would make the number of preventable deaths smaller. In this connection Doctor Michel made the following



important suggestion. He said, "Mortuary statistics are positively reduced by sanitary regulations, and in this connection it has often occurred to me that school authorities might occupy as important a relation to sanitation as boards of health, or even more so, should they constitute themselves a signal corps that gave warning, through absentees from sickness in the schools, of the earliest encroachments of disease, before even boards of health were prepared to announce the general prevalence of epidemics. This *pathometric* record, if I may invent the word, this registered measure of disease, handed in officially from all the schools to the proper health authorities, would prove most valuable, for it would indicate the local, or, it might be, the general distribution of any incipient tendency to sickness in a community." Doctor Michel then took up the subjects of respiration, impure air, and ventilation, and pointed out the special importance of good ventilation for the health of young children and the school population; the hygiene of gymnastics; the hygienic requirements to be fulfilled in selecting school furniture; and, more at length, near-sightedness and its relation to school surroundings, text-books, etc.; and, finally, the effect upon the nervous system of the school exercises and discipline.

Much in the same strain is an able address on hygiene by Dr. Stanford E. Chaillé, professor in the Medical Department of Tulane University, before the Louisiana Educational Association, August 11, 1885. After discussing hygiene in general, and the importance from an economical standpoint of the knowledge and practice of prevention, Doctor Chaillé goes on to insist upon the necessity of providing instruction in hygiene in the schools. He illustrates that part of hygienic instruction which bears upon school life by suggesting the following questions (among others), with which school teachers should be familiar:

What injuries to body and mind result from foul air, impure water, etc.? What should be done to diminish the increasing impairment of sight due to school work? What amount, daily, of mental labor, of exercise, of recreation, and of sleep are requisite to the best mental and physical development of children seven, ten, and fifteen years of age? At what temperature should a school-room be kept in cold weather? What is the greatest number of children which should be assigned to a room measuring, say, 30 x 20 x 10 feet, and what should be the size of the ventilating inlets and outlets for such a number? What are the names, the common causes, and the evil results, of the impurities which ordinarily befall the air of school-rooms, and what are the most simple and practicable means to diminish these impurities?

In the proceedings of the sanitary convention held at Ypsilanti, Mich., June 30 and July 1, 1885, a paper on the sanitary conditions and needs of school buildings and grounds was read by Prof. Austin George, State Normal School, Ypsilanti, Mich., in which the subjects of location of buildings, water supply, size of rooms, and their lighting, heating, and ventilation, were treated in a concise and able manner. The paper was followed by a discussion, in which the question of ventilation occupied a prominent place.

A very full and important report on the sanitary condition of school buildings in Massachusetts, by Dr. D. F. Lincoln, is contained in the supplement to the sixth annual report of the State Board of Health, Lunacy, and Charity, for 1885. The information was obtained for the most part by personal inspection by Doctor Lincoln. Twenty-five towns and cities were visited, and the points chiefly attended to were site, condition, and surroundings of the buildings, their plans of construction; dimensions of rooms; ventilation, heating, drainage and sewerage; lighting, color of walls, type of books, and other matters affecting eye-sight; vaccination, affections incident to school life, and length of hours of study and recess. Many instances of overcrowding were noticed, and ventilation was defective or not attended to in a majority of cases. Forced ventilation by steam fans has been introduced into new buildings in Boston. Insufficient lighting, due to the proximity of other buildings, was observed in city schools, and in many cases the desks were arranged so that the light was admitted from the wrong direction. The water-closets and privies were found in an unsanitary condition in the great majority of instances. In some cases



contaminated air from closets in the cellars was admitted to the school-rooms through the hot air ducts, and frequently sufficient attention was not paid to supplying the rooms with pure air, cellar air often entering them through the warm air supply and otherwise; in some cases the outer air was taken from points close to nuisances.

The Bureau of Education has prepared a compilation on the subject of school-room air, giving directions for examining it chemically, and so ascertaining the amount of ventilation required for the rooms. In this paper<sup>1</sup> a number of analyses of school-room air from different places in this country and in Europe shows the degree of vitiation which such air usually exhibits, and the importance of medical inspection of schools is pointed out, in order to discover what connection exists between certain complaints and the vitiated school-room air.

---

<sup>1</sup> See the Bureau's Special Report on the *Educational Exhibits and Conventions at the World's Industrial and Cotton Centennial Exposition*, New Orleans, 1884-'85, Part II, pp. 349-392.

*Statistical summary of students in classical and scientific preparatory courses.*

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama.....	192		10	85	0	5	23	315
Arkansas.....	108		75	59		173		415
California.....	223	48	105	303	60	343	34	1,116
Colorado.....	31	5	65	27		40	32	200
Connecticut.....	116	157	0	73	125	0		471
Delaware.....	24		0	7		0		31
Florida.....	49		15	4			38	106
Georgia.....	990	110	110	301	10	10	613	2,144
Illinois.....	306	162	595	69	105	473	86	1,796
Indiana.....	9	12	301	45	8	378	115	868
Iowa.....	213	8	251	118	3	511		1,104
Kansas.....	66		66	177		120		429
Kentucky.....	253		277	112		204	70	916
Louisiana.....	57		118	52		178	53	458
Maine.....	104	178		42	39			363
Maryland.....	57	23	211	42	16	34	10	393
Massachusetts.....	177	1,075	20	63	355	18	66	1,774
Michigan.....	103	6	296	25	15	207		652
Minnesota.....	142		90	133		143		513
Mississippi.....	212		233	113		108	382	1,048
Missouri.....	476		326	297		374	271	1,744
Nebraska.....	70		181	57		61	10	379
Nevada.....								
New Hampshire.....	164	476	0	104	136	0		880
New Jersey.....	210	223		115	142			690
New York.....	933	960	713	464	351	503		3,974
North Carolina.....	903		329	303		39		1,574
Ohio.....	105	182	987	111	39	627	111	2,162
Oregon.....	105		169	54			40	368
Pennsylvania.....	356	289	319	87	273	217	90	1,631
Rhode Island.....		149			17			166
South Carolina.....	123	50	114	167	30	84		568
Tennessee.....	370	49	490	357	20	602	64	1,952
Texas.....	427		97	247		199	29	999
Vermont.....	293	22	0	65	12	0		392
Virginia.....	92		50	20		10	543	715
West Virginia.....	10		25			7		42
Wisconsin.....	203	54	76	33	31	125		522
Dakota.....	7	38	20		38	2		105
District of Columbia.....	24	50	42	11	15			142
Indian Territory.....	3			2				5
Montana.....			3			29		32
New Mexico.....	26			14				40
Utah.....	29							29
Washington.....	22		15	16		50		103
Total.....	8,433	4,326	6,794	4,379	1,840	5,874	2,680	34,329

## SUPERIOR INSTRUCTION.

*Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).*

States and Territories.	Number of students in colleges.	Number of students in schools of sci- ence.	Number of students in schools for the superior instruc- tion of women.	Total number of students reported in these institu- tions.
Alabama.....	463	120	993	1,561
Arkansas.....	236	3		239
California.....	1,233	158	311	1,752
Colorado.....	110	123		233
Connecticut.....	924	290	112	1,326
Delaware.....	58			58
Florida.....	65	33		103
Georgia.....	530	407	1,511	2,498
Illinois.....	1,980	423	1,151	3,554
Indiana.....	1,763	166	70	1,999
Iowa.....	1,258	252	185	1,725
Kansas.....	621	401	108	1,130
Kentucky.....	1,212	143	1,876	3,231
Louisiana.....	622	41	395	1,058
Maine.....	354	93	24	471
Maryland.....	871	395	405	1,671
Massachusetts.....	2,134	986	1,723	4,837
Michigan.....	1,324	176	36	1,536
Minnesota.....	349		225	574
Mississippi.....	269	581	855	1,705
Missouri.....	1,352	26	1,356	2,734
Nebraska.....	433	13		446
Nevada.....			60	60
New Hampshire.....	232	103	126	461
New Jersey.....	622	310	174	1,106
New York.....	3,513	4,138	1,230	8,881
North Carolina.....	694		1,219	1,913
Ohio.....	2,960	487	1,069	4,516
Oregon.....	105	103	156	269
Pennsylvania.....	2,480	3,166	1,140	6,786
Rhode Island.....	240			240
South Carolina.....	501		465	966
Tennessee.....	1,299	156	2,051	3,506
Texas.....	762	113	830	1,705
Vermont.....	160	51	99	310
Virginia.....	995	705	1,580	3,280
West Virginia.....	63		145	208
Wisconsin.....	615		189	804
Dakota.....	20	240		260
District of Columbia.....	415			415
Montana.....	21			21
Utah.....	368			368
Washington.....	21			21
Total.....	34,377	14,406	21,874	70,657



The statistical summary of students in institutions for superior instruction gives a total of 70,657, being an increase of 4,220 over the number reported last year; more than half of this increase is in the Southern States. Of the three classes of institutions included in the summary, the greatest increase appears in the schools of science.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the Appendix. The following is a comparative summary of institutions, instructors, and pupils, from 1875 to 1885 inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
No. of institutions.	222	225	220	225	227	227	226	227	236	227
No. of instructors.	2,405	2,404	2,305	2,478	2,323	2,340	2,211	2,721	2,989	2,862
No. of students...	23,795	23,856	23,022	23,639	24,605	25,780	26,041	28,726	30,587	28,868

TABLE VIII.—*Summary of statistics of institu*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students. Number in preparatory department.
		Total.	Male.	Female.		
Alabama .....	11	a105	19	74	12	273
California .....	5	79	18	61	.....	c117
Connecticut .....	1	16	2	14	4	70
Georgia .....	15	131	46	85	23	564
Illinois .....	12	137	40	97	15	347
Indiana .....	1	8	2	6	4	32
Iowa .....	2	32	3	29	1	181
Kansas .....	1	28	4	24	17	115
Kentucky .....	22	183	42	141	31	880
Louisiana .....	4	33	10	23	4	99
Maine .....	1	12	7	5	.....	305
Maryland .....	5	53	12	41	4	58
Massachusetts .....	9	226	62	164	.....	60
Michigan .....	1	7	.....	7	.....	6
Minnesota .....	2	24	2	22	3	43
Mississippi .....	10	78	18	60	15	323
Missouri .....	13	134	28	106	18	316
Nevada .....	1	10	2	8	4	30
New Hampshire .....	3	18	3	15	3	89
New Jersey .....	3	26	8	18	.....	.....
New York .....	12	222	49	173	63	c1,166
North Carolina .....	11	110	29	81	12	213
Ohio .....	13	178	40	138	12	c220
Oregon .....	1	13	3	10	.....	.....
Pennsylvania .....	11	141	44	97	2	34
South Carolina .....	6	63	14	49	10	242
Tennessee .....	21	202	42	160	20	557
Texas .....	7	42	18	24	22	141
Vermont .....	1	10	5	5	1	34
Virginia .....	17	a175	36	91	9	c257
West Virginia .....	2	12	3	9	.....	.....
Wisconsin .....	3	46	2	44	.....	c210
Total .....	227	a2,554	613	1,881	308	c6,994

a Sex not reported in all cases.

b Classification not reported in all cases.

tions for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, etc.			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
684	51	17	61,271	8	9,603	206	\$530,000	.....	.....	\$39,457
144	35	.....	6423	3	6,900	200	305,000	\$20,000	\$1,200	.....
.....	112	.....	182	.....	1,846	.....	40,000	.....	.....	.....
1,189	93	18	62,075	13	13,830	385	544,000	91,500	3,475	52,500
333	98	15	61,493	6	12,829	760	776,600	16,000	1,230	94,490
53	16	1	102	1	600	.....	50,000	.....	.....	2,800
102	83	.....	366	2	1,927	27	50,000	.....	.....	.....
72	36	.....	223	1	.....	.....	300,000	0	0	.....
1,134	87	5	62,756	19	16,300	1,050	507,000	5,000	2,200	70,370
194	.....	1	6494	4	1,725	200	100,000	20,000	1,600	10,980
24	.....	.....	329	1	4,000	200	150,000	63,500	4,000	4,000
204	9	14	6463	4	11,140	129	136,600	25,000	3,800	5,500
1,246	303	13	61,783	2	58,881	3,602	1,176,342	672,417	19,570	195,448
29	7	.....	42	1	1,300	.....	50,000	.....	.....	7,243
92	.....	.....	6273	1	300	50	120,000	.....	.....	4,000
427	32	13	61,180	10	5,771	65	192,800	.....	.....	27,445
886	157	19	61,672	7	3,725	293	443,000	21,000	1,200	90,160
50	10	.....	90	0	300	.....	30,000	0	0	4,000
107	19	.....	215	2	2,425	70	190,000	215,000	2,500	5,810
.....	6	3	6174	2	3,000	.....	130,000	.....	.....	9,000
481	66	11	62,396	3	17,888	712	1,423,255	30,573	2,616	198,052
625	33	3	61,437	5	7,500	625	196,500	.....	.....	12,200
584	137	.....	61,289	7	16,700	350	846,000	62,625	3,211	49,035
133	23	.....	156	.....	750	.....	.....	.....	.....	.....
420	72	29	61,174	5	13,050	162	429,500	12,000	.....	14,050
325	13	.....	6707	4	3,300	150	101,000	6,100	430	4,700
1,216	99	21	62,608	17	24,268	180	653,000	33,000	2,480	77,200
677	2	4	6971	6	2,608	110	77,800	.....	.....	16,645
26	73	0	133	1	1,300	300	80,000	16,000	1,000	5,700
665	66	16	61,837	10	9,000	100	640,500	.....	.....	44,730
80	.....	.....	6145	2	350	100	25,000	.....	.....	4,000
131	53	5	399	1	5,331	331	75,000	9,000	670	15,014
12,333	1,791	208	628,668	148	268,447	10,357	10,373,897	1,318,715	51,232	1,061,529

cIncludes some primary students.



## CLXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

*Degrees conferred by institutions for the superior instruction of women.*

States.	Number of degrees.	States.	Number of degrees.
Alabama .....	54	New Hampshire .....	3
California .....	3	New Jersey .....	7
Georgia .....	173	New York .....	19
Illinois .....	26	North Carolina .....	18
Indiana .....	6	Ohio .....	28
Iowa .....	15	South Carolina .....	63
Kentucky .....	88	Tennessee .....	133
Louisiana .....	20	Texas .....	18
Maine .....	6	Vermont .....	5
Maryland .....	6	Virginia .....	104
Massachusetts .....	124	West Virginia .....	7
Minnesota .....	7	Wisconsin .....	2
Mississippi .....	53		
Missouri .....	46		
Nevada .....	5	Total .....	1,049

Table VIII presents the statistics of 227 schools for the superior instruction of women, having 2,554 teachers and 28,868 students. Five colleges for women<sup>1</sup> in New York State, which on account of their relation to the University of New York are included in Table IX, report 766 students; co-education universities or colleges, Table IX, report in preparatory departments 7,645 female students, in classical courses 1,805, and in scientific courses 1,302; co-education colleges and schools of science, Table X, report in preparatory departments 521, making the total number of women reported in institutions for superior instruction 40,907, as against 43,307 in 1883-'84. Of the whole number, 15,492 are reported in preparatory departments, and 17,439 in collegiate, special, and graduate courses, the classification of the remainder not being specified. It will be observed that no statement is given of the number of female students in the schools of Table X in other than preparatory departments.

In respect to property valuation and amount of productive funds there has been some increase since the last year, the total being, for the former item, \$10,373,897, as against \$9,933,591 in 1883-'84, and the latter \$1,318,715, as against \$1,211,665 in 1883-'84. The increase seems the more considerable when it is considered that the number of schools reported the present year is 9 less than the number reported for the preceding year. Tuition fees, which are the chief source of income, amounted so far as reported to \$1,061,529, against \$926,248 in 1883-'84.

Interest in provision for the superior instruction of women shows no abatement, although the year has not been characterized by any special action in reference to the subject. The importance of full provision for this work is indeed so fully recognized that the discussions which it excites no longer turn on that question, but on those which pertain to it as a part of superior instruction in general. One of the most interesting inquiries that has arisen respecting the education of women in this country is that of the effect of college education upon their health.

Reference was made in my last Report to the efforts of the Association of Collegiate Alumnae in collecting and publishing data upon this subject. Since the publication of my Report these data have been properly tabulated by the Massachusetts Bureau of Statistics of Labor, which presents the final summary of results as follows:

The facts which we have presented would seem to warrant the assertion, as the legitimate conclusion to be drawn from a careful study of the tables, that the seeking of a college education on the part of women does not in itself necessarily entail a

<sup>1</sup> These are Wells, Elmira Female, Rutgers Female, Vassar, and Ingham University.

less of health or serious impairment of the vital forces. Indeed, the tables show this so conclusively that there is little need, were it within our province, for extended discussion of the subject.

The graduates, as a body, entered college in good health, passed through the course of study prescribed without material change in health, and since graduation, by reason of the effort required to gain a higher education, do not seem to have become unfitted to meet the responsibilities or bear their proportionate share of the burdens of life.

It is true that there has been, and it was to be expected that there would be, a certain deterioration in health on the part of some of the graduates. On the other hand, an almost identical improvement in health for a like number was reported, showing very plainly that we must look elsewhere for the causes of the great part of this decline in health during college life. If we attempt to trace the causes, we find that this deterioration is largely due, not to the requirements of college life particularly, but to predisposing causes natural to the graduates themselves, born in them, as it were, and for which college life or study should not be made responsible. A girl constitutionally weak is always at a disadvantage, and naturally would suffer a deterioration in health, temporary possibly, or even permanent, if at the most trying period of her life, from 18 to 22 years, she seeks superior education. At the same time we should not fail to emphasize the fact that fully 30 per cent. of the total deterioration in health during college life was from excellent to good only. In the case of those graduates who studied severely, even, the facts reported concerning their physical condition do not show that they have suffered materially from the effects of close application, but that they have since graduation returned to the normal condition reported by them at the time of entering college.

In conclusion, it is sufficient to say that the female graduates of our colleges and universities do not seem to show, as the result of their college studies and duties, any marked difference in general health from the average health likely to be reported by an equal number of women engaged in other kinds of work, or, in fact, of women generally, without regard to occupation followed.

It should be observed that only 12 institutions were included in the above examination. They are classed in Tables IX and X of my Report, and while they are colleges or universities that maintain high standards, they are so managed as to offer peculiar facilities for physical culture and for healthful living.

Undoubtedly the mode of life affects the health of students much more than their studies, and there is good ground for affirming that a large proportion of the institutions for the superior instruction of women are deficient in respect to the means for promoting physical vigor.

Among the most interesting events of the year in respect to higher institutions for women, was the opening of Bryn Mawr College. This college begins operations upon a high plane and under promising auspices.

Dr. Homer B. Sprague, one of the most distinguished educators of the country, recently principal of the Girls' High School, Boston, Mass., has accepted the presidency of Mills Seminary, California. At the opening of the next scholastic year a college curriculum will be inaugurated, and the first college class will be admitted; the institution will become then a college in name and in rank, and will be the first of the grade exclusively for women established on the Pacific coast. The institution has passed over from private ownership to the public.

My Reports for 1882-'83 and 1883-'84 contained an extended summary of the provision made in foreign countries for the higher education of women, which provision has not been materially increased since the issue of those volumes.<sup>1</sup> The report of the Royal University of Ireland for 1885 shows continued success on the part of the women students. Not one of the nine who presented themselves this year at the final examination for the B. A. degree failed, while four of them obtained honors in the department of modern literature. Twenty-five women candidates also passed the

<sup>1</sup> Dr. A. A. Stockton, of Saint John, New Brunswick, in a letter to me calls attention to the fact that Mount Allison College, Sackville, N. B., was omitted from a list of Canadian colleges admitting women, published in my Report for 1883-'84. Mount Allison College was, he says, "the first in Canada to admit ladies on equal terms with gentlemen, and the first to confer the degrees of B. A. and A. M. upon ladies."

first university examination in arts, of whom eight obtained honors, one securing the only "double-first" awarded in modern languages; and of the nineteen who presented themselves at the second university examination in arts, fourteen passed, of whom ten took honors.

These results are the more remarkable, because provision for secondary instruction in Ireland is exceedingly meager, and the Irish girls have to depend upon themselves for their preparatory training.

Miss Alice Elizabeth Lee, of Bedford College, London, has successfully passed the London University examination in the two most difficult faculties, art and science.

France seems to be outstripping all foreign nations in the rapid increase of provision for giving a high order of training to women. The study of the French language and literature and the development of a pure and critical taste is a noticeable characteristic of the course of instruction laid down for young women. In this respect for the mother tongue as a subject of extended study, France offers a model worthy of imitation.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1875 to 1885, inclusive (1883 omitted):

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.	355	356	351	358	364	364	362	365	370	365
Number of instructors..	3,999	3,920	3,998	3,835	4,241	4,160	4,361	4,413	4,644	4,836
Number of students....	58,894	56,481	57,334	57,987	60,011	59,594	62,435	64,096	65,522	65,728



TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number with four-years course.	Number with three-years course.	Number with course over four years.	Number having only elective courses.
Alabama .....	4	4	0	0	4	0	0	1	0	2	1	1	0
Arkansas .....	5	5	0	1	3	1	0	0	0	4	1	0	0
California .....	11	11	0	0	10	1	0	1	0	9	0	2	0
Colorado .....	3	3	0	0	3	0	0	0	1	2	.....	0	0
Connecticut .....	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware .....	1	1	0	0	1	0	0	1	0	1	0	0	0
Florida .....	1	1	0	0	1	0	0	0	0	0	0	1	0
Georgia .....	7	7	0	0	7	0	0	0	0	6	0	1	0
Illinois .....	27	27	0	1	23	2	1	0	0	22	.....	5	0
Indiana .....	14	12	2	0	13	1	0	0	1	11	0	2	0
Iowa .....	20	19	1	1	18	1	0	1	0	18	.....	2	0
Kansas .....	9	9	0	0	9	0	0	0	1	7	0	1	0
Kentucky .....	14	14	0	1	11	2	0	2	2	8	.....	3	1
Louisiana .....	10	10	0	2	6	2	0	1	0	7	0	3	0
Maine .....	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland .....	10	10	0	0	9	0	1	0	1	7	1	1	0
Massachusetts .....	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan .....	8	8	0	0	7	1	0	0	0	7	1	0	0
Minnesota .....	5	5	0	1	4	0	0	1	2	2	1	0	0
Mississippi .....	3	3	0	0	3	0	0	0	0	2	0	0	1
Missouri .....	18	18	0	1	13	4	0	2	0	15	1	2	0
Nebraska .....	6	6	0	1	5	0	0	1	1	5	.....	0	0
Nevada .....	1	1	0	1	0	0	0	1	1	0	0	0	0
New Hampshire .....	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey .....	3	3	0	0	3	0	0	1	1	2	0	0	0
New York .....	27	27	0	0	27	0	0	4	1	23	.....	3	0
North Carolina .....	10	10	0	0	9	0	1	1	0	8	.....	1	1
Ohio .....	33	32	1	2	30	0	1	2	2	28	.....	3	0
Oregon .....	7	7	0	1	5	1	0	2	2	5	0	0	0
Pennsylvania .....	27	27	0	0	27	0	0	3	4	21	.....	2	0
Rhode Island .....	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina .....	9	9	0	0	9	0	0	1	1	7	0	1	0
Tennessee .....	18	18	0	1	17	0	0	0	1	14	1	0	2
Texas .....	9	9	0	0	6	2	1	2	0	6	1	2	0
Vermont .....	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia .....	7	7	0	0	6	1	0	0	1	4	0	0	2
West Virginia .....	2	2	0	1	1	0	0	0	0	2	0	0	0
Wisconsin .....	8	8	0	0	8	0	0	0	0	8	0	0	0
Dakota .....	2	2	0	1	1	0	0	0	0	2	0	0	0
Dist. of Columbia .....	5	5	0	0	4	1	0	1	0	3	.....	2	0
Montana .....	1	1	0	0	1	0	0	0	0	1	0	0	0
Utah .....	1	1	0	0	0	1	0	0	0	1	0	0	0
Washington .....	2	2	0	0	2	0	0	0	0	2	0	0	0
Total .....	365	361	4	16	323	21	5	31	23	289	8	38	7

TABLE IX.—Summary of statistics of

States and Territories.	Number of universities and colleges.		Preparatory department.					Collegiate department						
			Students.					Number unclassified.	Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
											Male.	Female.	Male.	Female.
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.							
Alabama.....	4	1	160	160	....	10	5	....	58	463	b303	.....	.....	.....
Arkansas.....	5	11	633	362	271	75	173	42	22	236	b73	b26	.....	.....
California.....	11	24	1,397	1,250	147	105	343	80	150	1,283	b623	47	300	58
Colorado.....	3	7	a177	74	52	65	40	72	19	110	24	8	5	1
Connecticut....	3	0	0	0	0	0	0	0	75	924	763	13	30	3
Delaware.....	1	0	0	0	0	0	0	0	6	58	9	7	25	8
Florida.....	1	...	a44	.....	.....	15	.....	29	9	65	.....	.....	.....	.....
Georgia.....	7	14	262	235	27	110	10	12	47	580	b509	.....	52	1
Illinois.....	27	57	a2,503	1,706	516	(157) 595	473	665	246	1,980	b674	b169	358	167
Indiana.....	14	25	a1,308	780	306	(144) 301	378	248	142	1,763	541	117	235	101
Iowa.....	20	34	a2,235	1,114	897	(68) 251	511	910	179	1,288	d432	126	307	222
Kansas.....	9	44	a1,352	822	484	66	120	340	72	621	214	42	218	53
Kentucky.....	14	41	a888	681	131	277	204	306	93	1,212	b261	32	146	9
Louisiana.....	10	53	1,215	831	384	118	178	121	84	622	b169	b25	113	25
Maine.....	3	...	.....	.....	.....	.....	.....	.....	32	354	320	33	.....	.....
Maryland.....	10	29	432	417	15	211	34	59	149	871	b260	38	31	8
Massachusetts..	7	3	272	272	.....	20	18	.....	168	2,134	b1,701	51	33	6
Michigan.....	8	24	979	557	422	296	207	405	131	1,324	132	30	117	116
Minnesota.....	5	7	598	383	215	90	143	292	73	349	65	20	24	29
Mississippi.....	3	5	494	375	119	233	108	63	23	269	52	3	70	13
Missouri.....	18	45	a1,503	969	334	326	374	321	176	1,352	b235	b36	137	22
Nebraska.....	6	18	a659	411	155	181	61	199	63	433	114	46	23	23
Nevada.....	1	2	33	11	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire..	1	0	0	0	0	0	0	0	15	232	232	.....	.....	.....
New Jersey.....	3	...	.....	.....	.....	.....	.....	.....	61	622	422	.....	.....	.....
New York.....	27	110	2,600	2,227	433	713	503	485	439	3,513	b2,077	b351	585	44
North Carolina..	10	21	a664	435	127	329	39	179	73	604	248	4	114	.....
Ohio.....	33	125	a3,424	2,177	962	987	627	1,187	337	2,960	b1,169	308	319	165
Oregon.....	7	16	a812	339	261	(87) 169	.....	95	29	105	b34	b10	21	30
Pennsylvania...	27	71	a1,888	1,347	171	319	217	270	337	2,480	b1,601	b86	354	35
Rhode Island...	1	...	.....	.....	.....	.....	.....	.....	22	240	b240	.....	.....	.....
South Carolina..	9	18	596	426	170	114	84	341	58	501	211	.....	47	3
Tennessee.....	18	45	a2,022	1,281	389	490	602	326	140	1,299	b282	67	68	93
Texas.....	9	24	786	511	275	97	199	50	68	762	b83	13	13	10
Vermont.....	2	0	0	0	0	0	0	0	12	160	136	16	.....	.....
Virginia.....	7	5	123	123	.....	50	10	15	80	995	b242	.....	.....	.....
West Virginia..	2	4	49	43	6	25	7	.....	18	63	b46	b14	.....	.....
Wisconsin.....	8	26	710	526	184	76	125	293	105	615	288	58	90	43
Dakota.....	2	3	172	84	88	20	2	150	11	20	6	4	.....	.....
Dist. of Columbia	5	1	62	62	.....	42	.....	20	54	415	48	1	.....	.....
Montana.....	1	2	a46	.....	.....	3	29	14	10	21	1	.....	1	2
Utah.....	1	4	.....	.....	.....	.....	.....	7	368	.....	.....	.....	.....	.....
Washington.....	2	5	193	111	82	15	50	83	19	21	12	4	3	2
Total.....	365	924	a31,351	21,202	7,645	(456) 6,794	5,874	57,672	3,912	34,377	b14,872	b1,805	3,839	1,302

a Sex not reported in all cases.

bA small number of scientific students included here.

## universities and colleges—Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
.....	.....	17,000	800	3,600	\$370,000	\$307,000	\$24,000	\$8,500	\$60,000	.....
2	.....	4,133	930	400	300,000	137,500	11,150	6,200	13,000	\$1,250
115	25	59,735	2,995	7,645	1,435,000	1,768,387	103,400	34,000	30,000	.....
71	1	9,800	1,310	200	295,823	45,000	3,000	1,512	40,000	.....
57	33	178,000	3,700	27,000	1,409,630	2,000,938	91,209	117,341	.....	195,973
9	0	.....	.....	.....	60,000	83,000	4,930	830	.....	0
.....	.....	1,500	990	.....	15,000	45,700	2,600	700	700	.....
18	.....	40,561	2,380	10,725	\$55,500	624,000	36,180	8,800	11,000	16,300
494	77	119,732	2,237	15,950	2,544,897	1,484,820	110,212	164,110	.....	85,354
219	14	81,490	3,360	13,500	1,161,000	1,038,000	36,715	16,636	66,000	15,000
149	10	71,935	2,500	6,475	1,511,500	690,104	43,743	71,299	23,000	5,500
33	34	34,350	2,580	4,250	695,000	379,234	22,325	83,970	29,000	10,000
21	29	50,606	3,484	11,833	825,500	944,083	52,343	58,986	.....	40,571
.....	11	58,200	9,160	1,650	733,250	1,393,313	80,556	32,600	20,000	2,000
1	.....	62,378	579	1,600	300,000	824,841	49,170	20,716	.....	146,013
10	182	80,300	5,450	7,100	1,101,280	3,000,000	220,777	23,833	15,200	.....
160	90	313,835	13,495	40,355	1,630,000	7,777,045	903,545	222,828	.....	854,977
56	20	95,425	9,016	3,000	1,550,531	1,206,456	81,342	100,246	40,500	102,245
13	18	29,640	2,289	600	531,231	836,720	42,741	13,876	23,000	16,763
16	3	11,000	470	3,050	475,000	557,561	33,879	6,806	.....	.....
70	24	86,668	3,023	6,999	2,692,000	1,479,400	94,666	81,663	127,640	42,660
225	2	15,379	2,710	675	434,000	256,000	18,960	10,524	41,000	2,125
.....	.....	55,000	.....	.....	100,000	600,000	30,000	14,000	5,000	100,000
9	65	75,000	900	20,800	1,200,000	1,880,000	100,500	20,910	.....	115,000
311	101	338,426	23,243	20,800	8,618,618	11,684,633	582,783	587,943	136,672	347,692
58	12	38,400	1,991	35,000	743,500	340,500	21,110	21,510	8,750	5,600
473	24	194,946	5,068	31,281	3,537,867	3,360,373	219,890	123,637	4,900	165,620
6	.....	10,730	625	1,000	374,000	255,500	19,850	16,600	2,500	.....
151	36	186,336	10,761	70,847	5,110,449	5,884,655	340,370	151,877	.....	104,000
.....	.....	62,761	6,476	.....	600,000	765,631	33,919	22,172	.....	146,897
31	5	52,550	2,015	8,305	589,600	545,900	26,800	7,600	25,600	35,400
6	29	71,609	5,347	16,240	1,654,289	1,627,000	109,610	54,078	2,050	26,366
23	.....	12,926	2,456	1,200	180,000	689,085	125,552	40,300	.....	.....
7	1	37,000	.....	.....	345,000	378,750	23,130	3,658	.....	.....
44	1	87,150	656	23,300	1,635,000	809,644	47,236	28,767	40,000	14,150
3	.....	7,000	100	.....	275,000	117,500	6,348	600	16,000	.....
129	7	54,855	2,823	2,650	913,700	901,849	67,724	64,966	60,533	23,509
10	.....	730	350	.....	105,000	.....	.....	.....	51,000	.....
.....	.....	44,600	300	500	1,150,000	89,000	66,454	10,589	22,500	32,875
17	.....	150	150	100	50,000	2,000	2,500	2,500	.....	2,000
.....	.....	3,033	120	.....	70,000	.....	.....	6,455	.....	.....
.....	.....	3,656	1,066	.....	136,000	8,425	800	6,900	3,000	.....
3,020	869	2,753,528	137,875	398,635	48,479,200	56,827,917	3,915,545	2,270,518	932,635	2,631,836

c Includes 23 sex not reported.

d Includes 97 sex not reported.



Table IX gives a total of 365 colleges and universities, as against 370 for the preceding year. Seventeen institutions reported in 1883-'84 do not appear in the present table. Three of these classify themselves now in Table VI, one in Table VII, and one in Table XXII. Two colleges of Illinois, viz, Abingdon and Eureka, have united, making one strong college at the latter place.

Ten colleges and two universities not reported in 1883-'84 are in the present table; all of these are supplied with buildings, and five report productive funds varying from \$1,500 to \$23,000. The greater part of their students are in the preparatory department.

Of the total 365 colleges and universities, 16 report only preparatory students, 323 report collegiate students, 21 fail to report the classification of students, and 5 make no report of students; nearly all have a four-years' course.

The following totals are brought into comparison with those of 1883-'84, the latter being placed in brackets:

*Preparatory department.*

Number of instructors .....	924	[ 829]
Number of students .....	31,351	[32,755]
Preparing for classical course .....	6,794	[ 7,466]
Preparing for scientific course .....	5,874	[ 6,037]
Unclassified .....	8,123	[ 6,090]

*Collegiate department.*

Number of instructors .....	3,912	[ 3,815]
Number of students .....	34,377	[32,767]
Number in classical course .....	16,677	[16,346]
Number in scientific course .....	5,141	[ 4,890]
Number of special or optional students .....	3,020	[ 2,420]
Number of graduate students .....	869	[ 778]

*Property, income, etc.*

Value of grounds, buildings, and apparatus ...	\$48,479,200	[46,339,301]
Amount of productive funds .....	56,827,917	[50,881,894]
Income from productive funds .....	3,915,545	[ 3,018,624]
Receipts from tuition fees .....	2,270,518	[ 2,105,565]
Receipts from State appropriations .....	932,635	[ 784,270]
Aggregate amount of scholarship funds .....	2,661,836	[ 2,218,177]

The increase noticeable in the totals of property, valuation, income, etc., is due in a large measure to the greater fullness with which these particulars are reported for the current year.

#### DISTINCTION BETWEEN COLLEGES AND UNIVERSITIES.

The year covered by the present Report has been characterized by great activity in all departments of college and university work, and by free and earnest discussion of important questions pertaining to the conduct and development of these institutions. Prominent among these questions is that of the separate functions of colleges and universities. Notwithstanding the interchangeable use of these terms that prevails in the United States, distinct ideas are attached to them, and the distinction is maintained in all sound discussions of the provisions for superior education.

These distinctions are best illustrated by reference to particular institutions in which they are practically embodied. Williams College, Massachusetts, may be taken as a representative *college*; and Michigan University, Ann Arbor, as a representative of one type of the *university* organization as it exists among us.

## REQUIREMENTS FOR ADMISSION.

*Williams College, for the degree of A. B.*

ENGLISH: Grammar; composition; literary analysis.

GEOGRAPHY: Modern and ancient.

HISTORY: Greek and Roman (short courses).

MATHEMATICS: Arithmetic; algebra to quadratic equations; geometry, first 4 books of Loomis.

LATIN:<sup>1</sup> Grammar; composition; Cæsar, 4 books; Cicero, 7 orations; Virgil, the Georgics and 6 books of the *Æneid*.

GREEK:<sup>1</sup> Grammar; composition; Xenophon, 4 books of the *Anabasis*; Homer, 2 books of the *Iliad*.

TRANSLATION AT SIGHT: Passages from easy Latin and Greek prose.

<sup>1</sup>The preparation for Latin is expected to consume not less than 3 years; for Greek not less than 2 years.

*Michigan University, for the degree of A. B.*

ENGLISH: Grammar; composition; rhetoric and rhetorical analysis.

GEOGRAPHY: Physical; political, modern and ancient.

HISTORY: History of Greece, of Rome, and of the United States (short courses).

MATHEMATICS: Arithmetic; algebra, school complete; geometry, first 2 parts of Olney.

LATIN:<sup>2</sup> Grammar; composition; Cæsar, 4 books; Cicero, 6 orations; Virgil, whole of the *Æneid*.

GREEK:<sup>2</sup> Grammar; composition; Xenophon, 3 books of the *Anabasis*.

<sup>2</sup>Four years, if possible, should be given to the preparatory course in Latin. "Two full years ought to be given to preparation in Greek."

## CURRICULUM—(catalogues of 1884-'85).

*Williams College.*

THE CLASSICS—GREEK: The verb; composition; Herodotus, Homer, Demosthenes, Plato, Euripides, Aristophanes. LATIN: History, prose composition, antiquities; Livy, Horace, Catullus, Tacitus, Terence, Plautus. SANSKRIT (elective): Grammar; reader.

MATHEMATICS: Algebra; geometry, plane, spherical, analytical; trigonometry, plane, spherical; calculus (elective).

MODERN LANGUAGES—FRENCH: Grammar, readings, composition. GERMAN: Grammar, readings, composition.

RHETORIC AND ORATORY: Elocution, declamations, orations, compositions, debates, philosophy of rhetoric.

ENGLISH LITERATURE: Manual, readings, essays, aesthetics, study of masterpieces.

HISTORY: Green's English People; Gilman's American People; historical evidence of Christianity; lectures.

PHILOSOPHY: History of philosophy; study of man; moral science; Butler's Analogy.

LOGIC: Jevons's Manual.

THEOLOGY: Vincent on the Catechism; Flint's Theism.

POLITICAL ECONOMY: Perry's text book; U.S. Constitution, text and lectures.

*Michigan University—Department of Literature, Science, and the Arts.*

I. THE CLASSICS—GREEK: History, grammar, prose composition; Lysias, Demosthenes, Arrian, Æschylus, Sophocles, Euripides, Thucydides, New Testament, Homer, Aristophanes, Lucian, Lyric Anthology, Plato. LATIN: History, grammar, prose composition, antiquities and art; Livy, Quintilian, Horace, Pliny, Seneca, Plautus, Catullus, Tibullus, Propertius, Terence, Juvenal, Persius, Tacitus, Cicero, Martial, Virgil. SANSKRIT: Grammar, reader, lectures.

II. MATHEMATICS: Algebra, geometry and calculus, plane and spherical trigonometry, analytical mechanics, loci of equations, mathematical reading, quaternions.

III. MODERN LANGUAGES—FRENCH: Beginning French, composition and conversation, classic dramas, Corneille, Victor Hugo, La Fontaine, scientific reading, Chateaubriand, Montaigne, Lamartine, Rousseau, Gilbert, Gresset, Voltaire. GERMAN: Beginners' course, Goethe, the Niebelungenlied, Schiller, Lessing, minor German classics, lyric poetry. ITALIAN: Grammar and readings. SPANISH: Grammar and readings.

IV. ENGLISH AND RHETORIC: Composition and speeches, theory and practice of rhetoric. ENGLISH LITERATURE: (1) Period of Anglo-Saxon; (2) period of Early Modern English; (3) study of masterpieces; (4) period of Transitional English; (5) period of Modern English; extemporaneous speaking; history of the English drama.

V. HISTORY: History of England, English Government, continental Europe, political and social institutions, Prussia, United States, American colonies, constitutional law.

VI. PHILOSOPHY: Empirical psychology, special topics in psychology; epochs in European philosophy; Greek science and philosophy; history of philosophy in Germany, in Great Britain; the philosophy of the State; logic; ethics; Kant's Critique of Pure Reason.

VII. THE SCIENCE AND THE ART OF TEACHING: The practical, school supervision, history of systems and methods, theoretical and critical.

VIII. POLITICAL ECONOMY: Elementary course, advanced course, principles and methods of finance.

IX. SANITARY SCIENCE: Lectures.

X. INTERNATIONAL LAW: Lectures, history of treaties.

## CURRICULUM—(catalogues of 1884-'85)—continued.

*Williams College—Continued.*

PHYSICS: Text book and lectures.

CHEMISTRY: Text book and lectures; laboratory practice (elective).

ASTRONOMY: Text book, lectures, practical exercises.

GEOLOGY: Text book and lectures.

NATURAL HISTORY: Elementary biology; Packard's and Tenney's Manuals; embryology, comparative morphology of vertebrates and invertebrates (elective); botany, structure and growth of plants, exercises in analysis; zoology (elective).

PHYSIOLOGY: Huxley's Lessons; illustrated lectures.

SURVEYING: Theory.

ELECTIVE STUDIES: "Courses are offered the current year to the senior class in the following departments: Astronomy, the calculus, chemistry, French, German, Greek history, Latin, English literature, Sanskrit, and zoology. Each member of the class will be required to elect two of these studies and to pursue the same from the beginning of the year until the first of June."

*Michigan University—Continued.*

XI. PHYSICAL SCIENCES—PHYSICS: Experimental lectures, theoretical physics, problems, advanced physics laboratory work. CHEMISTRY: Laboratory methods, experimental lectures, gas analysis, kinetic theory of gases, qualitative analysis, organic chemistry, quantitative analysis, physiological chemistry, assaying ores, blow-pipe analysis, original investigations, chemical technology. ASTRONOMY AND METEOROLOGY: Theoretical astronomy, modern meteorology, celestial mechanics, spherical and practical astronomy; course for time, latitude, and longitude.

XII. MINERALOGY AND GEOLOGY—MINERALOGY: Short course, mineralogy and lithology. GEOLOGY: Facts and doctrines, advanced geology and palaeontology, laboratory work, economic geology, geology of United States, comparative geology.

XIII. BIOLOGICAL SCIENCES—ZOOLOGY: Systematic zoology, study of vertebrates, of invertebrates, conchology; comparative anatomy and physiology, embryology. BOTANY: Cryptogamic botany; structural botany and microscopy; forestry. HISTOLOGY AND MICROSCOPY: Practical physiology and microscopy, animal physiology. Laboratory work throughout all the courses in biology.

XIV. DRAWING: Geometrical, mechanical, free-hand, topographical, architectural, and water-color drawing.

XV. SURVEYING: Use of instruments, U. S. surveys, field work.

XVI. ENGINEERING—CIVIL ENGINEERING: Strength and resistance of materials, theory of construction, graphical analysis of structures, design, mechanism, machine dynamics, hydraulics, stereotomy. MECHANICAL ENGINEERING: Forging, prime movers, wood work, dynamics, thermodynamics, machine construction and mill work, steam engineering, pattern and foundry work. MINING ENGINEERING: Mining.

XVII. METALLURGY: Fuel and refractory material; metals, base and precious.

XVIII. MUSIC: Choral music, harmony, counterpoint, masterpieces of choral composition.

XIX. BIBLIOGRAPHY: Historical, material, and intellectual bibliography.

Colleges like Williams confine their efforts chiefly to the thorough intellectual and moral preparation of young men for the studies and duties of educated manhood; their graduates in some cases remain after acquiring the degree of "bachelor of arts," to study more extensively some subject or subjects in which they wish to become thoroughly versed; such graduate students often become tutors and assistants in the teaching corps, and may become professors in the college faculty.

It is usual in such colleges to confer the degree of "master of arts" upon bachelors of three years' standing, who are pursuing further studies or who are engaged in literary or educational work, if they apply therefor; but each college confers such master's degree "in course" only upon its own baccalaureates; masterships "*honoris causa*" are seldom conferred by reputable colleges, except upon professional or literary men of signal merit.

These colleges have generally a prescribed course for the first two or three years, with electives for the senior, or for both junior and senior years.

The following remarks in the Williams College announcement express so exactly the general reasons for a required college curriculum, that they are quoted as the best possible explanation thereof:

This order of studies is so arranged that the work of freshman (first) year is given chiefly to the ancient languages and the mathematics. A close connection is thus maintained with the studies of the preparatory schools.

While the mathematics and the ancient languages form also a considerable part of the studies of the sophomore (second) year, the natural sciences are introduced and



receive much attention during the remainder of the course. In the junior (third) year political science and modern literature are introduced; and the course has its culminating interest in the required studies of the senior (fourth) year, which relate principally to man himself as a physical, intellectual, moral, and religious being. In an important sense, the required studies of the senior year are a system by themselves.

The department of literature, science, and the arts of Michigan University provides courses of study enough to fill four years or eight semesters, at the end of which successful candidates receive, according to the lines of work followed, one of the following degrees: bachelor of arts, bachelor of science (general), bachelor of philosophy, or bachelor of letters.

Five exercises a week during a semester, whether in reading and explanations, laboratory work, or lectures, constitute a *full course* of study; before presenting himself for a degree the candidate must have accomplished the following amount of work:

Degree.	Required courses.	Optional courses.	Total full courses.
Bachelor of arts .....	10 $\frac{2}{3}$	13 $\frac{1}{3}$	24
Bachelor of science .....	13 $\frac{1}{3}$	12 $\frac{1}{3}$	26
Bachelor of philosophy .....	10 $\frac{2}{3}$	15 $\frac{2}{3}$	26
Bachelor of letters .....	8 $\frac{2}{3}$	17 $\frac{1}{3}$	26
Bachelor of science (in chemistry) .....	24 $\frac{2}{3}$	5 $\frac{1}{3}$	30
Bachelor of science (in civil engineering) .....	22 $\frac{2}{3}$	1 $\frac{1}{3}$	24
Bachelor of science (in mechanical engineering) .....	23	1	24
Bachelor of science (in mining engineering), I .....	23 $\frac{1}{3}$	$\frac{2}{3}$	24
Bachelor of science (in mining engineering), II .....	21 $\frac{2}{3}$	2 $\frac{2}{3}$	24

The four degrees last mentioned are preceded by courses of study which might be called of a polytechnic, rather than of a university character.

All candidates for baccalaureates in arts, general science, philosophy, or letters, must pursue the prescribed studies during the first college year to the following extent each week:

Studies or subjects.	Arts.		Science.		Philosophy.		Letters.	
	Semester I.	Semester II.	Semester I.	Semester II.	Semester I.	Semester II.	Semester I.	Semester II.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Greek .....	4	4	.....	.....	.....	.....	.....	.....
Latin .....	3	4	.....	.....	3	4	.....	.....
Mathematics .....	3	4	3	4	3	4	2	.....
French .....	4	4	4	4	4	4	4	4
English .....	2	.....	.....	2	2	.....	.....	2
German .....	.....	.....	4	4	4	4	4	4
History (or elective subjects) .....	.....	.....	.....	.....	.....	.....	6	6
Elective studies .....	.....	.....	5	2	.....	.....	.....	.....
Total required .....	16	16	16	16	16	16	16	16

In other words, the first-year students must complete three and one-fifth full courses in each semester.

During the second year of collegiate attendance, the department of literature, science, and the arts requires the following studies, if not done as elective work in the first year:

Either Greek and Latin, or Greek and mathematics, or Latin and mathematics, or Latin, Greek, and mathematics; mathematics, Latin, and Greek, respectively, be-

ing dropped in the first three cases, and the studies pursued being continued as "major" or "minor" studies in the third and fourth years of collegiate study.

The third and fourth years of the collegiate curriculum are occupied by elective studies, it being understood that candidates shall follow to some extent the courses which give names to the degrees conferred in this department.

The university offers advanced instruction in all the following subjects in this department: Classical languages and literature; mathematics; modern languages and literatures; English and English literature; history; philosophy; pedagogics; political economy; sanitary science; international law; physical science; mineralogy and geology; biological science; drawing; surveying; engineering; metallurgy; bibliography; forestry; ethics. In addition to the department of science, literature, and the arts, the university includes a department of medicine and surgery, a department of law, a school of pharmacy, a homeopathic medical college, and a college of dental surgery, each having a faculty of instruction charged with its special management. "The university senate is composed of all the faculties, and considers questions of common interest and importance to them all."

The libraries of the university are as follows (in 1884): (A) The general library, 42,364 volumes and 9,406 pamphlets; (B) the medical library, 2,636 volumes, 614 pamphlets, and files of 35 medical journals; (C) the law library, 4,500 volumes, etc., etc.

The museums of the university include nine collections, viz: (A) Fine arts and history; (B) zoology, archæology, and ethnology; (C) mineralogy; (D) geology; (E) botany; (F) applied chemistry; (G) medicine and surgery; (H) homeopathic medicine; (I) dental surgery.

The university has physical, chemical, geological, zoological, botanical, microscopical, histological, mechanical, physiological, and dental laboratories, all furnished with recent and abundant instruments, etc. The medical faculties are in charge of two hospitals, and there is a fine astronomical observatory, with a smaller one for use in instruction.

The University of Michigan, like many others, confers no degrees on ordinary graduates *honoris causa*. Master's degrees in arts, science, philosophy, and letters, and doctorates in philosophy, science, and letters, are conferred on bachelors who prosecute liberal studies in those several subjects after graduating as bachelors. Professional studies cannot be undertaken without passing preliminary examinations, and degrees in law, medicine, and pharmacy cannot be obtained until a final examination is passed.

#### MOVEMENTS IN CERTAIN COLLEGES.

Harvard, Yale, Columbia, and Princeton may be regarded as in the stage of transformation from the college to the university.

The first two are now generally designated as universities, except in such legal instruments as require the corporate name for their validity. The president of Princeton said recently: "I have hitherto discouraged all proposals to make Princeton College a university. I am of opinion, however, that the time has now come for considering the question." In his report for 1882, President Barnard, of Columbia College, after calling attention to the great expansion of the college in twenty-five years, adds: "The college has thus taken on the functions and assumed the aspect of a university."

Prominent among the measures by which this transformation has been furthered is the substitution of electives for a uniform course of prescribed study. As stated in my last Report, Harvard was the first, and so far is the only one of the four, to extend this system to the entire undergraduate department. In the president's report for 1884-'85, it is announced that "with the change in the work of the freshman year the reason for the rule restricting the preliminary examination to prescribed subjects disappeared, and the faculty accordingly voted to allow a candidate to present himself in any subject, prescribed or elective."

As the board of overseers have not yet approved the decision of the faculty, preparatory schools are not affected by it, and the discussion which the Harvard experiment excites still turns, as last year, upon the significance of the B. A. degree under the new conditions.

In his report for 1884-'85, President Eliot presents a detailed analysis of the operations of the elective system, as illustrated by the work of 350 students for three years each. With respect to the most important inquiries that have been raised as to the comparative advantages of prescribed and elective courses, he finds the evidence presented by this exhibit of work entirely favorable to the electives. With reference to the significance of the B. A. degree at Harvard, President Eliot says :

It does not mean that all bachelors of arts have passed through the same course of studies in college; and since the action taken in 1884, which made three-fifths of the work of the freshman year elective, it does not mean that all bachelors of the same year have necessarily studied together while in college any subject except rhetoric and English composition and the barest elements of chemistry and physics. It does mean that all bachelors of arts have spent from seven to ten years, somewhere between the ages of twelve and twenty-three, in liberal studies. They have all learned at school the elements of three languages besides English—namely, Greek, Latin, and French or German—the elements of mathematics and physics, a little ancient history, and something of English literature. They must also have gone, while at school, somewhat beyond the elements in at least two of the four subjects, Greek, Latin, mathematics, and physical science. At college they must have added the elements of a fourth language—German or French—to the three studies at school, besides pursuing the few prescribed studies above mentioned; and they must further have spent three years and a half upon a prescribed quantity of liberal studies, each person having been at liberty to select his own subjects of study during those three years and a half, and all studies being accounted liberal which are pursued in the scientific spirit for truth's sake. Such being the comprehensive signification of its degree of bachelor of arts, the university has no occasion for the great variety of special courses, with degrees in letters, philosophy, political science, journalism, and so forth, which other institutions have established. Every student makes his own course for three years and a half, and the common goal of all courses of liberal study is the degree of bachelor of arts.

According to the report of the executive committee of the Society of the Yale Alumni for 1885, the chief change the past year in the internal economy of the academic department of the college has been the enlargement of the list of elective studies in the junior, and especially in the senior class. At the end of the year's trial it may be reported that the new scheme is almost unanimously approved by the faculty. It is especially noticeable that a great number of the students, the most of them seniors, have, without suggestion from their instructors, voluntarily extended their studies beyond, and in not a few cases far beyond, the limit which the rules require them to reach.

In both Harvard and Yale inducements to concentration of work are offered in a system of honors.

A uniform curriculum is presented at Columbia College for the freshman and sophomore years, with French and German elective. The junior and senior students have a wide range of electives. A tabular view of the students' selections is presented in the annual report for 1885, with reference to which President Barnard observes :

In examining the foregoing statement it appears that the study which has commanded the preference of the largest number, in both the classes in which there is freedom of choice, is the Greek. This is a little remarkable in view of the activity of the effort recently made to deprive this language of the prominent place it has so long held among the acknowledged essentials of a liberal education. \* \* \* Mathematics is the study which, among the limited number once supposed to comprise all the essentials of a liberal education, commands the preference of the smallest number of mature students free to choose; because the capacity to grasp and follow a difficult train of mathematical reasoning is a rare endowment, and only such as possess that capacity, at least in some degree, will voluntarily undertake that study.

The age of the students who are left to the exercise of a free choice in studies is a condition that ought not to be overlooked.



President Eliot notes that the average age for admission to Harvard was below 18 until 1860, and below 18½ until 1873; that in the next 10 years it rose gradually to 19, and that since 1882 it has fallen a little.

The average age of the graduating class at Yale is stated to be little over 22 years and 7 months, which would make the average age of admission between 18 and 19.

In his report for 1880, President Barnard stated "that the average age of graduation in Columbia College is now between 21 and 22 years, and further, from the exact statements in regard to the extreme and mean ages of matriculates in Columbia College, which have accompanied the annual reports for many years past, it appears as an ascertained fact that the average age of our entire student body is upward of 19 years, with a slight tendency to increase; also, that the average age of admission is over 17 years."

Altogether, limited electives in the colleges specified do not appear to have impaired the quality of their instruction, nor to have affected materially the position of mathematics and the classics as instruments of intellectual discipline. It is yet too early in the experiment for a final judgment as to the effects of full electives as adopted at Harvard.

It must be remembered that the institutions here considered belong to the first order as regards endowments and other material resources, the number in their faculties, their prestige, patronage, and all other conditions favorable to the maintenance of high standards, and to the judicious and successful conduct of experiments. In colleges less favorably placed, having limited resources, little prestige, and an uncertain hold upon patronage, there is reason to fear that the elective system may operate to the detriment of thorough scholarship.

Changes in the admission requirements, in the average age of college students, in the conduct of studies, and the modes of discipline, are important features of recent college history in our country, and have an unmistakable bearing upon the development of the university organization; but the record of graduate departments affords the best evidence of the demand which exists for university provision, or at least of the extent to which students are now ready to avail themselves of this provision in this country.

#### GRADUATE DEPARTMENTS.

Table IX gives a total of 869 graduate students; information received since the completion of the table increases the number slightly; of these, nearly three-fifths are distributed among eleven colleges and universities, reporting each fifteen or more resident graduate students.

These institutions, with the number of their graduate students and the scholastic degrees attained by them before entering upon the graduate course, so far as reported, are as follows:

Johns Hopkins, 174, including 37 fellows. Of these, 120 had received either a bachelor's degree, or degree of master of arts, and 37 had received first and second degrees. In the case of 17 no degrees are mentioned.

Harvard, 80 graduate students and fellows, of whom 63 were bachelors of arts, science, etc., or masters of arts, and 17 had received first and second degrees.

Princeton, 66; the degree attained by these are not specified, but in order to be admitted to the course they must have attained at least a bachelor's degree.

Yale, 37, of whom 34 were bachelors or masters of arts, 2 had received first and second degrees, and one was an ensign of the U. S. Navy.

Cornell, 29, including 7 fellows; 24 had attained a first degree, and 5 first and second degrees.

Vanderbilt, 29, representing 17 first degrees and 12 first and second degrees.

Columbia College, 23; Boston University, College of Liberal Arts, 20; Lehigh University, 17; University of Michigan, 15; University of Minnesota, 15. All of these had previously attained the bachelor of arts degree or some other first degree.

The University of Virginia, it will be seen, is not included in the foregoing consideration, although, as is well known, it bears an important part in the maintenance of a high order of scholastic work in this country. The peculiar organization of this University makes it difficult to include any part of its work in a scheme of comparison adapted to other institutions of similar standing.

The courses of instruction in Virginia, as in other American universities, are academical and professional; the former are comprised in two departments, the literary and the scientific; the latter, in the four departments of medicine, law, engineering, and agriculture. In the various departments there are nineteen schools, among which, without regard to the departments, the student is at liberty to elect those he may wish to attend, limited only in respect of lectures occurring at the same hours, and by a regulation concerning the number of schools to be attended by academical students. The academic degrees, conferred only upon examination, are as follows: Certificate of distinction, certificate of proficiency, diploma of graduation, bachelor of letters, bachelor of science, bachelor of philosophy, bachelor of arts, doctor of letters, doctor of science, doctor of philosophy, and master of arts.

The last is conferred upon one who has graduated in Latin, Greek, French, German, moral philosophy, pure mathematics, natural philosophy, and general chemistry.

From the catalogue it appears that in July, 1884, this degree was conferred upon ten candidates, and in July, 1885, the degree of master of arts and the degree of doctor of philosophy upon one candidate each.

The Illinois Wesleyan University has established non-resident and post-graduate courses of study, for the purpose of affording a tolerably full course of academic reading to those who cannot attend a college, and to offer an inducement to graduates to prosecute studies for the purpose of earning advanced degrees. With reference to these courses, Dr. C. M. Moss, the dean of the university, writes:

The examinations on each course last from two to three weeks of steady writing, and are as searching as we can consistently make them, considering the fact that the work is done without lectures. We exact a passing figure of 80 $\frac{1}{2}$ , and great stress is laid on the final thesis. We have rejected applicants several times within the past five years whose examination work passed, but whose final theses did not show that originality and vigor of thinking which we expect and demand.

No person is admitted to the advanced courses who has not a preliminary degree, and that from a list of accredited colleges which omits half of the schools of the country granting the bachelor's degree. We believe we are more particular about this matter than most of the colleges offering post-graduate work in residence.

The total number now matriculated for A. M. and Ph. D. is 80. The number matriculated for Ph. B. is 213. Many of these expect to take up further courses. It ought to be added that we do not matriculate any one for Ph. B. who does not make a statement that attendance upon college is impossible. Anyway, most of them are ministers, lawyers, physicians, etc., for whom attendance is impossible by reason of their occupation.

#### DR. M. B. ANDERSON ON THE UNIVERSITY OF THE NINETEENTH CENTURY.

In connection with the subject of university development in the United States, the following extract from an address by President M. B. Anderson, of the Rochester University, deserve special attention:

That which seems to me to make the special feature in the German university system is the full and ample provision for a course of lectures for those who design to make literature or science a profession, or to engage in the profession of public instruction. In this respect the Germans, and all the nations of continental Europe, are immensely in advance of us. While we make provision for professional instruction in the departments of law, theology, and medicine, we make none whatever for the teacher beyond what he acquires in the college course or by his own unaided efforts. We do not need, then, to replace our colleges by a system like that of a German university, for without the preceding class-room drill students would not be prepared to avail themselves of the advantages which it would offer. Such a change would destroy the foundation upon which all sound education must rest. We need our college system. It is doing good work. It is a natural, indigenous growth. It is adjusted to us, and we are adjusted to it. Let it be retained as a system unchanged, but im-



proved in its details, adapted with wisdom to the growth and differentiation of all knowledge. Let it be rendered more and more efficient, liberal, and complete. It furnishes a good foundation. Let us strengthen and build upon it, but not destroy it.

What do we need in the way of enlargement of this system? We need professional instruction in science and general literature for those who, having passed through the college course with special honors, shall desire to devote themselves to public instruction or to the increase and diffusion of knowledge. This would secure us a body of men prepared for scientific and historical investigation, and furnish us what we most need—adequately trained teachers for our academies and colleges. It would also tend to elevate and dignify the teacher's profession, and ultimately to secure for it rewards in some degree commensurate with those earned in other learned professions. In order to make this provision available, we need a number of fellowships attached to every college, which shall be attainable only by men who, by their success in study, have shown a decided vocation for scholarship. The enjoyment of the revenue of these endowments should be conditioned also on spending in special study a time equivalent to what is spent in preparation for the learned professions.

Provision for higher instruction and the endowment of temporary fellowships would be the natural complements of each other. Worthy pupils would be thus furnished for the higher course of instruction which we have had in view.

In order to elevate the regular college course, we need a healthy public opinion which shall compel professional schools to require for admission to their studies a disciplinary education equal to that furnished by an average American college or a German gymnasium. As we are now situated, the theological seminaries alone require as requisites to admission a college course or a substantial equivalent. Neither the schools of law, medicine, nor general science require a preliminary liberal education. Young men who are graduates do enter upon these studies, but, in most of such schools, no examination for entrance, nor any evidence of the possession of a respectable disciplinary education, is asked for. As a result, only a small portion of such professional students are college graduates, or make pretension to any acquisitions worthy the name of liberal education. Those who control such professional schools by their practice advertise to the world that neither law, nor medicine, nor general science demands any more training than the common handicraft trades or farming. It is true that intelligent gentlemen in all these professions deplore this state of things, and the depression of professional ability consequent upon it, but in the professional schools which are carried on as private speculations the interest of the teachers is more powerful than the often-expressed wishes of the more intelligent members of those professions for which their pupils are training.

It is a sad fact that the most depressing influences bearing upon college education in our country come from the schools of physical science, law, and medicine. Among professional schools, those of theology alone steadily encourage and support high education. It may be worthy the attention of all well educated lawyers and physicians that, while the average standard of education for all other classes in society is constantly rising, the standard in these two noble professions is, on the whole, going relatively downward. The large income returned by teachers of law and medicine is not seldom a measure of this depression. In most European countries Government remedies the evil tendency to which we have referred by stringent enactments. The reason why the higher institutions of learning in most European countries are so thronged with students, is due to the fact that no school-master can teach, no lawyer or physician can practice, without the best education, both general and professional, which the country can afford. It is not my purpose to point out the remedy for these evils. I only wish to call attention to their existence.

#### COLLEGES WHOSE MAIN WORK IS IN THE UNDERGRADUATE DEPARTMENT.

While peculiar interest attaches to the colleges and universities that take the lead in promoting the highest order of intellectual effort, it must not be forgotten that this work itself depends upon the general condition of the undergraduate work throughout the country.

The colleges whose force is mainly expended here include some of the oldest and most influential colleges in the country, and a still larger number of young and small colleges of a class very aptly characterized by Dr. McCosh, of Princeton, in a recent address as follows:

Most of these young colleges are serving good purpose. They all do so, so far as they give solid, and not superficial knowledge; so far as they teach thoroughly the fundamental and disciplinary branches of literature, science, and philosophy, and also impart religious instruction to give a higher tone to the mind. They draw a number of young men from their vicinity who never could be allured to more



distant and expensive places. If they cannot impart a wide and varied culture, they often give a substantial training. It is a happy circumstance that in almost all these colleges religion is inculcated; and they may be the means of compelling our larger colleges not to abandon it, when they might be led to do so by the pressure of the times.

These colleges change little from year to year, but the record of a period of years shows many evidences of growth. Increase in the number of students is more noticeable in the southern and western than in the eastern colleges. Roanoke College, Virginia, which reported 76 students in 1880, reports 108 in 1885; the University of North Carolina increased in the same time from 171 to 207; Wofford College, South Carolina, from 83 to 124; the University of Georgia, from 83 to 184; Emory College, Georgia, from 141 to 189; the University of Tennessee, from 154 to 180.

The following table shows for a number of colleges the increase in property valuation, or productive funds, or both, from 1880 to 1885:

Institution.	Value of grounds, buildings, and apparatus.		Amount of productive funds.	
	1880.	1885.	1880.	1885.
University of Georgia .....	\$200,000	\$203,000	\$272,000	\$374,000
Bowdoin College, Maine .....			260,000	345,000
Amherst College, Massachusetts .....	400,000	456,000	411,000	700,000
Williams College, Massachusetts .....	200,000	400,000	315,000	510,000
Dartmouth College, New Hampshire .....			500,000	600,000
Mayville College, Tennessee .....	50,000	75,000	14,000	112,000
Washington and Lee University, Virginia .....	150,000	190,000	150,000	475,000
Beloit College, Wisconsin .....	80,000	110,000	144,000	185,000

Improvement in the college curriculum is a subject that deserves particular consideration. I can do no more than suggest that it is particularly noticeable in the methods of classical instruction, and in the increased attention given to the study of English.

The year under review completes the first half century of Marietta College, Ohio, whose history illustrates that of many Christian colleges in our country. In a brief summary of that history, President Andrews says:

The name of college was given to it by the legislature in 1835, and there were two college classes in the autumn of that year. At the beginning there were four departments of instruction, each in charge of a permanent professor. There were the departments of moral and intellectual philosophy, of the Greek and Latin languages, of mathematics and natural philosophy, and of logic, rhetoric and political economy. There was not at first a distinct department of natural science, though instruction was given in chemistry, etc., by the professor of natural philosophy. In this Marietta was not an exception; at that very time the juniors in Williams College recited in chemistry to a tutor, and heard a few lectures from a professor. But in 1840 provision was made for regular instruction in chemistry and mineralogy, and in 1846 this department was established by the election of a permanent professor. From that time to this, with the exception of two years, the time of one professor has been devoted to this class of studies.

At the celebration of the twenty-fifth anniversary in 1860, the whole number of volumes in the college and society libraries was 17,000. There were then only fifteen colleges in the United States that reported a larger number. According to the last Report of the United States Commissioner of Education, of 362 colleges reported, 12 have more books than Marietta, 2 have the same number, and 347 have less. Our total is now somewhat larger than at the date of the Commissioner's Report, being 33,000 volumes. At the 150th anniversary of Yale College, President Woolsey gave the number of volumes in their college library as 22,000. At our 50th anniversary we report, exclusive of the societies, 20,000. The library of Marietta College has been growing more and more valuable in the line of American, and especially Ohio, his-

tory, there being but few libraries in the West that surpass it. And if, by and by, there shall come to its shelves and alcoves other collections of books, pamphlets, and manuscripts which are confidently expected, it will be in some respects unequaled.

This glance at the early work of some of our colleges of highest répute shows that almost all their instruction was at first by tutors instead of professors. Often these tutors began their teaching immediately after their own graduation. The difference between permanent and temporary instructors was the same then as now, and it was a great improvement in a college when students received their instruction from permanent professors. At Marietta there has been no occasion for this change, as nearly all the instruction has been professorial from the beginning. In the first catalogue issued every study now thought essential to a liberal education is enumerated. Even the German is not omitted; and through almost the whole history of the college German has been studied, either as required or optional. Political science has also had a prominent place. Complaint is made that in many colleges little or no attention has been given to studies of a governmental and economic character. Whatever may be true of other colleges, Marietta is certainly not open to this charge. These branches have always been taught here, and for the last quarter of a century they have been made specially prominent.

The greater the permanence of the students, the larger the number of seniors as compared with the freshmen. For our 48 years the seniors have been to the freshmen as 70 to 100; or, expressed with respect to the number admitted, it is found that the graduates are 63 per cent. of the whole number matriculated. The same ratio is found in Williams College for the 60 years from 1820 to 1880. It is believed that in very few colleges in the country has there been so little falling off between the beginning and close of the course.

There is an impression very prevalent that students often enter college too young; that they need maturity of years in order to profit by the course of study; and, therefore, other things being equal, the older students derive more advantage than the younger. Our experience of 50 years does not confirm this. This experience shows that when a lad is well prepared for entrance—can pass a good examination on the required studies—he is old enough to do the college work. The average age of our alumni is about 22.7 years. The average age of those who have held the first rank in their respective classes is 22.4; and, if we leave out 10 whose age at graduation was 25 and upwards, the age of the others is 21.3; that is, the average age of three-fourths of those who have held the highest place in scholarship is a fraction over 21 years.

#### EVENTS OF THE YEAR.

An unusual number of college presidents have resigned during the year.

Hon. Leland Stanford, United States Senator from California, has devoted a large part of his fortune to the endowment of a new university. The gift includes lands valued at about \$5,000,000, with a money endowment not yet stated. The site chosen for the university is the Palo Alto estate near San Francisco. The formal transfer of the estates to the trustees of the university was made November 14th.

#### CATALOGUES OF AMERICAN COLLEGES AND UNIVERSITIES.

The American college has fallen into the habit of publishing little else of itself, its methods, work, results, or alumni, than appears in its annual and triennial or general catalogues. When the historical work of this Office was commenced in this direction, it was found that a considerable number of colleges had not complete sets of their own catalogues. Harvard, under President Eliot, and some older colleges are now giving the public more definite reports. State universities and colleges of agriculture, in accordance with law, generally publish somewhat fully the facts in their administration from year to year, but the American college annual catalogue is much the same in all cases. In the triennial or general catalogue there is greater diversity. There is a general demand for the results of college education. What have the colleges accomplished? How far does the triennial or general catalogue give the information desired? In order to bring into the smallest possible space the data contained in these general catalogues, I have had those sent this Office carefully examined and the data grouped in the accompanying tables.

If any college is omitted, it is because its catalogue is not in the possession of the Office. It should be borne in mind that the effort in making this collection of data

is not to show the work of our colleges, or what their alumni have accomplished, but to exhibit what they report for themselves. It may be added that generally the results here presented are obtained by an amount of careful, painstaking examination that readers in general have not time to bestow upon a college catalogue, and therefore, as a rule, the catalogues would not yield to the public the information presented in the accompanying exhibit.

With regard to the meaning of the word "alumni" there are differences of usage; some college authorities include in the term all former students, others only those who have been graduated.



## Statistics of the alumni of colleges

	Name of institution.	Location.	Date and character of catalogue used. <i>a</i> , annual; <i>g</i> , general; <i>t</i> , triennial; <i>l</i> , latin.	Years covered.	Number of alumni.	Number of alumni living.	Number of alumni dead.
	1	2	3	4	5	6	7
1	Southern University.....	Greensborough, Ala.	1884-'85 <i>a</i>	1860-'83	86	75	11
2	Howard College.....	Marion, Ala.....	1881-'82 <i>a</i>	1848-'82	163	134	29
3	College of St. Augustine.....	Benicia, Cal.....	1883 <i>a</i>	1872-'83	58	54	4
4	University of California.....	Berkeley, Cal.....	1883 <i>a</i>	1870-'83	342	332	10
5	St. Mary's College.....	San Francisco, Cal..	1877-'78 <i>a</i>	1872-'78	47	.....	.....
6	Santa Clara College.....	Santa Clara, Cal....	1882-'83 <i>a</i>	1857-'82	103	.....	.....
7	Pacific Methodist College.....	Santa Rosa, Cal.....	1881-'82 <i>a</i>	1863-'81	87	79	8
8	Hesperian College.....	Woodland, Cal.....	1883-'84 <i>a</i>	1870-'83	55	53	2
9	Trinity College.....	Hartford, Conn.....	1880 <i>g</i> , <i>l</i>	1827-'79	818	595	223
10	Wesleyan University.....	Middletown, Conn..	1881-'83	1833-'81	1,291	1,047	244
11	Yale College.....	New Haven, Conn..	1883 <i>t</i> , <i>l</i>	1702-1882	9,625	4,392	5,233
12	University of Georgia.....	Athens, Ga.....	1785-1876 <i>g</i>	1785-1876	1,388	980	408
13	Atlanta University.....	Atlanta, Ga.....	1882-'83 <i>a</i>	1876-'82	33	30	3
14	Emory College.....	Oxford, Ga.....	1884-'85 <i>a</i>	1841-'83	716	566	150
15	Hedding College.....	Abingdon, Ill.....	1883-'84 <i>a</i>	1867-'84	112	104	8
16	Illinois Wesleyan University..	Bloomington, Ill....	1883-'84 <i>a</i>	1853-'83	224	209	15
17	Eureka College.....	Eureka, Ill.....	1883-'84 <i>a</i>	1860-'83	121	115	6
18	Knox College.....	Galesburg, Ill.....	1882-'83 <i>a</i>	1846-'82	522	475	47
19	Lombard University.....	Galesburg, Ill.....	1883-'84 <i>a</i>	1856-'83	174	153	21
20	McKendree College.....	Lebanon, Ill.....	1882-'83 <i>a</i>	1841-'82	409	353	56
21	Lincoln University.....	Lincoln, Ill.....	1883-'84 <i>a</i>	1868-'83	138	.....	.....
22	Monmouth College.....	Monmouth, Ill.....	1883-'84 <i>a</i>	1858-'83	640	582	58
23	Augustana College.....	Rock Island, Ill....	1884-'85 <i>a</i>	1860-'85	.....	.....	.....
24	Shurtleff College.....	Upper Alton, Ill....	1836-'77	1836-'77	*162	.....	.....
25	Illinois Industrial University.	Urbana, Ill.....	1883-'84 <i>a</i>	1872-'83	364	356	8
26	Indiana University.....	Bloomington, Ind....	1884-'85 <i>a</i>	1830-'84	679	584	95
27	Wabash College.....	Crawfordsville, Ind.	1883-'84 <i>a</i>	1838-'83	435	364	71
28	Franklin College.....	Franklin, Ind.....	1884 Jubilee	1847-'84	61	7	54
29	DePauw University.....	Greencastle, Ind....	1883-'84 <i>a</i>	1840-'84	905	812	93
30	Hanover College.....	Hanover, Ind.....	1833-'83 <i>g</i>	1833-'83	495	382	113
31	Hartsville College.....	Hartsville, Ind.....	1883-'84 <i>a</i>	1859-'83	58	54	4
32	Butler University.....	Irvington, Ind.....	1883-'84 <i>a</i>	1856-'83	208	183	25
33	Union Christian College.....	Merom, Ind.....	1882-'83 <i>a</i>	1864-'81	37	.....	.....
34	Moore's Hill College.....	Moore's Hill, Ind....	1884-'85 <i>a</i>	1858-'84	133	121	12
35	Earlham College.....	Richmond, Ind.....	1881-'82 <i>a</i>	1862-'83	140	128	12
36	Griswold College.....	Davenport, Iowa....	1881-'82 <i>a</i>	1863-'81	45	.....	.....
37	Luther College.....	Decorah, Iowa.....	1884-'85 <i>a</i>	1866-'84	163	154	9
38	Upper Iowa University.....	Fayette, Iowa.....	1881-'82 <i>a</i>	1862-'82	56	53	3
39	Iowa College.....	Grinnell, Iowa.....	1883-'84 <i>t</i> , <i>l</i>	1854-'83	230	227	3
40	Simpson Centenary College...	Indianola, Iowa....	1882-'83 <i>a</i>	1870-'82	188	183	5
41	State University of Iowa.....	Iowa City, Iowa....	1882-'83 <i>a</i>	1882-'83	226	.....	.....
42	Iowa Wesleyan University....	Mount Pleasant, Iowa.	1879-'80 <i>g</i>	1856-'79	262	243	19

\* Collegiate, 162; theological, 36.



## Statistics of the alumni of colleges and

	Name of institution.	Location.	Date and character of catalogue used: <i>a</i> , annual; <i>g</i> , general; <i>t</i> , triennial; <i>l</i> , latin.	Years covered.	Number of alumni.	Number of alumni living.	Number of alumni dead.
	1	2	3	4	5	6	7
43	Cornell College .....	Mount Vernon, Iowa	1881-'82 <i>a</i>	1858-'81	222	206	16
44	Oskaloosa College .....	Oskaloosa, Iowa	1883-'84 <i>a</i>	1867-'84	66	63	3
45	Penn College .....	Oskaloosa, Iowa	1883-'84 <i>a</i>	1875-'84	38	.....	.....
46	Western College .....	Toledo, Iowa	1883 <i>a</i>	1864-'83	78	74	4
47	Baker University .....	Baldwin, Kans	1883-'84 <i>a</i>	1866-'83	44	.....	.....
48	Center College .....	Danville, Ky	1881-'82 <i>g, l</i>	1819-'82	873	623	250
49	Eminence College .....	Eminence, Ky	1881-'82 <i>a</i>	1860-'80	172	.....	.....
50	Kentucky Military Institute..	Farmdale, Ky	1883 <i>a</i>	1851-'83	321	.....	.....
51	Georgetown College .....	Georgetown, Ky	1884-'85 <i>a</i>	1832-'84	366	298	68
52	Kentucky Wesleyan College..	Millersburg, Ky	1882-'83 <i>a</i>	1863-'83	66	63	3
53	Bethel College .....	Russellville, Ky	1884-'85 <i>a</i>	1857-'83	83	69	14
54	Louisiana State University...	Baton Rouge, La	1882-'83 <i>a</i>	1869-'82	60	.....	.....
55	Centenary College .....	Jackson, La	1882-'83 <i>a</i>	1827-'82	235	163	72
56	New Orleans University .....	New Orleans, La	1884-'85 <i>a</i>	1878-'85	12	.....	.....
57	Straight University .....	New Orleans, La	1882-'83 <i>a</i>	1876-'83	90	88	2
58	Bowdoin College .....	Brunswick, Me	1881 <i>g, l</i>	1806-'81	2, 028	1, 265	763
59	Bates College .....	Lewiston, Me	1884-'85 <i>t</i>	1867-'84	365	340	16
60	Colby University .....	Waterville, Me	1882 <i>g</i>	1820-'82	730	194	536
61	Johns Hopkins University...	Baltimore, Md	1884 report.	1878-'84	133	.....	.....
62	Mt. St. Mary's College .....	Emmitsburg, Md	1881-'82 <i>a</i>	1830-'82	337	301	36
63	New Windsor College and Female College.	New Windsor, Md	1885-'86 <i>a</i>	1879-'85	34	.....	.....
64	Western Maryland College...	Westminster, Md	1882-'83 <i>a</i>	1871-'83	133	129	4
65	Amherst College .....	Amherst, Mass	1885 <i>g</i>	1822-'84	2, 832	2, 045	787
66	Harvard College .....	Cambridge, Mass	1880 <i>t, l</i>	1642-1880	9, 526	3, 574	5, 952
67	Williams College .....	Williamstown, Mass.	1880 <i>g</i>	1795-1880	2, 601	1, 559	1, 042
68	Adrian College .....	Adrian, Mich	1882-'83 <i>a</i>	1858-'81	†167	158	9
69	Albion College .....	Albion, Mich	1883-'84 <i>a</i>	1853-'80	259	243	16
70	University of Michigan .....	Ann Arbor, Mich	1844-'80 University Book.	1844-'80	6, 662	6, 384	278
71	Battle Creek College .....	Battle Creek, Mich	1880-'81 <i>a</i>	1879-'81	24	.....	.....
72	Hope College .....	Holland City, Mich	1884-'85 <i>a</i>	1866-'84	108	101	7
73	Olivet College .....	Olivet, Mich	1883-'84 <i>a</i>	1863-'83	171	163	8
74	University of Minnesota .....	Minneapolis, Minn	1882-'83 <i>a</i>	1873-'82	161	158	3
75	University of Mississippi .....	Oxford, Miss	1883	1851-'81	720	610	110
76	Christian University .....	Canton, Mo	1884-'85 <i>a</i>	1857-'82	121	109	12
77	Central College .....	Fayette, Mo	1883-'84 <i>a</i>	1859-'83	46	44	2
78	Westminster College .....	Fulton, Mo	1874-'75 <i>a</i>	1855-'74	89	.....	.....
79	La Grange College .....	La Grange, Mo	1883-'84 <i>a</i>	1870-'83	96	93	3
80	Morrisville College .....	Morrisville, Mo	1883-'84 <i>a</i>	1876-'84	41	.....	.....
81	Washington University .....	St. Louis, Mo	1883-'84 <i>a</i>	1862-'84	‡430	.....	.....

\*Received degree of B. S.

†Received degree of B. Mech. Arts.



universities in the United States—Continued.

## Occupation.

Agriculture.	Banking.	Civil service.	Clergymen.	Commerce, trade, and transportation.	Education.		Engineers.	Fine arts and music.	Law and justice.	Legislators, national and State.	Literature and journalism.	Manufactures.	Medicine and surgery.	Military and naval service.	Mining industries.	Publishing.	Science.	Skilled industries.	Other and unknown.	
8	9	10	11	12	Higher.	Other.	15	16	17	18	19	20	21	22	23	24	25	26	27	
8	.....	.....	28	25	(39)	7	4	.....	40	.....	5	.....	9	.....	1	.....	.....	1	48	43
.....	.....	.....	18	.....	9	.....	1	.....	7	.....	.....	.....	1	.....	1	.....	.....	1	21	44
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	45
7	.....	1	12	1	9	8	.....	.....	9	.....	4	.....	3	.....	.....	.....	.....	.....	24	46
.....	.....	.....	11	1	2	3	1	.....	1	.....	2	.....	3	.....	.....	.....	.....	.....	20	47
.....	.....	.....	181	.....	.....	.....	.....	.....	329	.....	.....	.....	75	.....	.....	.....	.....	.....	.....	48
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	49
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50
68	3	2	81	16	24	24	1	.....	51	3	8	2	25	.....	.....	.....	.....	.....	60	51
.....	.....	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54
33	.....	.....	19	3	3	7	2	.....	78	.....	1	.....	29	.....	.....	.....	.....	.....	60	55
.....	.....	.....	1	.....	.....	.....	.....	.....	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	56
.....	.....	.....	342	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,284	.....	.....	.....	.....	.....	.....	57
.....	.....	.....	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	58
9	3	1	230	29	41	128	6	.....	183	10	32	7	48	6	4	.....	.....	1	137	59
.....	.....	2	5	1	51	9	1	.....	20	.....	1	.....	9	.....	.....	.....	.....	.....	34	60
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	63
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	64
.....	.....	.....	682	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65
.....	.....	.....	2,844	.....	.....	.....	.....	.....	1,980	.....	.....	.....	2,470	.....	.....	.....	*213	†23	.....	66
.....	.....	.....	.....	.....	(302)	.....	.....	.....	704	.....	.....	.....	242	.....	.....	.....	.....	.....	.....	67
6	.....	.....	38	4	4	20	§1	.....	28	.....	3	.....	4	.....	.....	.....	.....	1	58	68
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	69
.....	.....	.....	.....	.....	.....	.....	181	.....	2,400	.....	.....	.....	2,194	.....	.....	.....	238	.....	1,649	70
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	71
.....	.....	.....	70	.....	(16)	.....	.....	.....	5	.....	.....	.....	7	.....	.....	.....	.....	.....	10	72
4	1	.....	31	9	5	31	4	2	13	.....	.....	.....	7	.....	.....	.....	.....	1	63	73
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	74
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
4	.....	.....	9	2	.....	17	2	.....	18	.....	2	.....	.....	.....	.....	.....	.....	.....	67	76
3	1	.....	4	2	5	7	.....	.....	14	.....	.....	.....	2	1	1	.....	.....	.....	6	77
5	.....	.....	24	2	2	10	.....	.....	21	.....	.....	.....	13	.....	.....	.....	.....	.....	12	78
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80
1	.....	.....	.....	4	3	2	41	4	2	.....	.....	.....	.....	.....	2	.....	4	.....	4	81

† Classified according to degrees given. Non-graduates not included.

§ Musical graduates not included.

|| The 67 whose occupations are given are graduates of the Polytechnic School.

## Statistics of the alumni of colleges and

	Name of institution.	Location.	Date and character of catalogue used. <i>a</i> , annual; <i>g</i> , general; <i>t</i> , triennial; <i>l</i> , latin.	Years covered.	Number of alumni.	Number of alumni living.	Number of alumni dead.
	1	2	3	4	5	6	7
82	Drury College .....	Springfield, Mo. ....	1884-'85 <i>a</i>	1875-'85	61	60	1
83	Stewartsville College .....	Stewartsville, Mo. ....	1884-'85 <i>a</i>	1879-'85	16	.....	.....
84	Doane College .....	Crete, Nebr. ....	1884-'85 <i>a</i>	1877-'83	23	.....	.....
85	University of Nebraska .....	Lincoln, Nebr. ....	1883-'84 <i>a</i>	1873-'83	63	60	3
86	Dartmouth College .....	Hanover, N. H. ....	1880 <i>g</i>	1771-1880	6,010	3,220	2,790
87	College of New Jersey .....	Princeton, N. J. ....	1881 <i>g, l</i>	1748-1881	5,439	3,190	2,249
88	Seton Hall College .....	South Orange, N. J. ....	1879 <i>a</i>	1862-'79	124	.....	.....
89	Alfred University .....	Alfred Center, N. Y. ....	1876 <i>g</i>	1836-'76	437	387	50
90	St. Stephen's College .....	Annandale, N. Y. ....	1883-'84 <i>a</i>	1861-'83	160	146	14
91	Wells College .....	Aurora, N. Y. ....	1883-'84 <i>a</i>	1869-'83	61	60	1
92	Brooklyn Collegiate and Poly-technic Institute.	Brooklyn, N. Y. ....	1882-'83 <i>a</i>	1858-'80	308	.....	.....
93	St. Lawrence University .....	Canton, N. Y. ....	1879-'80 <i>t</i>	1861-'79	260	244	16
94	Hamilton College .....	Clinton, N. Y. ....	1880 <i>g</i>	1814-'80	2,204	1,689	515
95	Elmira College .....	Elmira, N. Y. ....	1880-'81 <i>a</i>	1859-'80	228	200	28
96	Hobart College .....	Geneva, N. Y. ....	1879 <i>g, l</i>	1825-'79	1,188	1,030	158
97	Cornell University .....	Ithaca, N. Y. ....	1883 Sup. Cat.	1869-'83	897	.....	.....
98	Ingham University .....	Le Roy, N. Y. ....	1875 <i>g</i> *	1840-'75	329	283	41
99	College of St. Francis Xavier.	New York, N. Y. ....	1883-'85 <i>a</i>	1861-'83	400	358	42
100	College of the City of New York.	New York, N. Y. ....	1882-'83 <i>a</i>	1853-'82	1,042	941	101
101	Columbia College .....	New York, N. Y. ....	1882 <i>g</i>	1754-1882	7,287	6,020	1,267
102	Manhattan College .....	New York, N. Y. ....	1882-'83 <i>a</i>	1866-'82	201	.....	.....
103	Rutgers Female College .....	New York, N. Y. ....	1867-'68 <i>a</i>	1840-'66	398	72	26
104	University of the City of New York.	New York, N. Y. ....	1882 <i>g</i>	1833-'81	879	706	173
105	Vassar College .....	Poughkeepsie, N. Y. ....	1883 <i>g</i>	1861-'83	566	539	27
106	University of Rochester .....	Rochester, N. Y. ....	1879 <i>g</i>	1850-'79	667	603	64
107	Union College .....	Schenectady, N. Y. ....	1797-1884	1797-1884	6,694	4,167	2,527
108	North Carolina College .....	Mt. Pleasant, N. C. ....	1884-'85 <i>a</i>	1871-'84	23	20	3
109	Shaw University .....	Raleigh, N. C. ....	1875-'82 <i>g</i>	1873-'81	32	.....	.....
110	Rutherford College .....	Rutherford College, N. C.	1881-'82 <i>a</i>	1873-'82	46	.....	.....
111	Trinity College .....	Trinity College, N. C.	1882-'83 <i>a</i>	1853-'82	272	241	31
112	Buchtel College .....	Akron, Ohio .....	1881-'82 <i>a</i>	1873-'80	.....	.....	.....
113	Baldwin University .....	Berea, Ohio .....	1882-'83 <i>a</i>	1850-'83	271	151	20
114	St. Joseph's College .....	Cincinnati, Ohio .....	1883-'84 <i>a</i>	1874-'83	21	.....	.....
115	University of Cincinnati .....	Cincinnati, Ohio .....	1883-'84 <i>a</i>	1877-'83	48	.....	.....
116	Belmont College .....	College Hill, Ohio .....	1883-'84 <i>a</i>	1847-'83	148	115	33
117	Ohio Wesleyan University .....	Delaware, Ohio .....	1842-'80 <i>g</i>	1842-'80	1,809	752	57
118	Denison University .....	Granville, Ohio .....	1831-'81 <i>g</i>	1831-'81	260	235	25
119	Hiram College .....	Hiram, Ohio .....	1881-'82 <i>a</i>	1869-'82	73	.....	.....
120	Marietta College .....	Marietta, Ohio .....	1835-'82 <i>g</i>	1835-'82	534	425	109

\* Alumnæ Soc. Cat.

universities in the United States—Continued.

## Occupation.

Agriculture.			Banking.			Civil service.			Clergymen.			Commerce, trade, and transportation.			Education.		Engineers.			Fine arts and music.			Law and justice.			Legislators, national and State.			Literature and journalism.			Manufactures.			Medicine and surgery.			Military and naval service.			Mining industries.			Publishing.			Science.			Skilled industries.			Other and unknown.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
6	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												

† Ohio Wesleyan Female College from 1855 to 1877, inclusive, not reckoned in this summary.



## Statistics of the alumni of colleges and

	Name of institution.	Location.	Date and character of catalogue used. <i>a</i> , annual; <i>g</i> , general; <i>t</i> , triennial; <i>l</i> , latin.	Years covered.	Number of alumni.	Number of alumni living.	Number of alumni dead.
	1	2	3	4	5	6	7
121	Franklin College.....	New Athens, Ohio..	1881-'82 <i>a</i>	1826-'79	344	261	83
122	Muskingum College.....	New Concord, Ohio.	1882-'83 <i>a</i>	1830-'82	205	113	92
123	Oberlin College.....	Oberlin, Ohio.....	1833-'83 <i>a</i>	1833-'83	2,081	1,774	307
124	Heidelberg College.....	Tiffin, Ohio.....	1884-'85 <i>a</i>	1854-'84	268	241	27
125	Urbana University.....	Urbana, Ohio.....	1884-'85 <i>a</i>	1871-'83	19	.....	.....
126	Otterbein University.....	Westerville, Ohio...	1885 <i>quadr</i>	1857-'84	258	236	22
127	Wilberforce University.....	Wilberforce, Ohio...	1881-'83 <i>t</i>	1870-'83	47	.....	.....
128	University of Wooster.....	Wooster, Ohio.....	1882-'83 <i>a</i>	1871-'83	315	302	13
129	Corvallis College.....	Corvallis, Oreg.....	1879-'80 <i>a</i>	1870-'80	47	45	2
130	University of Oregon.....	Eugene City, Oreg..	1884-'85 <i>a</i>	1878-'84	77	76	1
131	Pacific University and Tualatin Academy.	Forest Grove, Oreg.	1884-'85 <i>a</i>	1863-'84	66	63	3
132	Willamette University.....	Salem, Oreg.....	1882-'83 <i>a</i>	1859-'82	187	167	20
133	Western University of Pennsylvania.	Allegheny, Pa.....	1883-'84 <i>a</i>	1823-'73	225	167	58
134	Muhlenberg College.....	Allentown, Pa.....	1884 <i>a</i>	1868-'83	175	170	5
135	Lebanon Valley College.....	Annville, Pa.....	1883-'84 <i>a</i>	1870-'83	105	104	1
136	Dickinson College.....	Carlisle, Pa.....	1864 <i>l</i>	1787-1864	988	696	292
137	Lafayette College.....	Easton, Pa.....	1836-'79 <i>g</i>	1836-'79	*796	708	88
138	Pennsylvania College.....	Gettysburg, Pa.....	1883-'84 <i>a</i>	1834-'83	705	586	119
139	Ursinus College.....	Freeland, Pa.....	1871-'81 <i>dec</i>	1871-'81	51	.....	.....
140	Thiel College.....	Greenville, Pa.....	1882-'84 <i>bi</i>	1874-'83	63	61	2
141	Haverford College.....	Haverford, Pa.....	1883-'84 <i>a</i>	1836-'83	342	304	38
142	Franklin and Marshall College	Lancaster, Pa.....	1882-'83 <i>a</i>	.....	659	.....	.....
143	University of Lewisburg.....	Lewisburg, Pa.....	1883-'84 <i>a</i>	1851-'83	345	319	26
144	Allegheny College.....	Meadville, Pa.....	1882-'83 <i>a</i>	1821-'82	641	537	104
145	Westminster College.....	New Wilmington, Pa.	1880-'81 <i>a</i>	1854-'80	546	501	45
146	Lehigh University.....	South Bethlehem, Pa.	1883-'84 <i>a</i>	1869-'83	138	134	4
147	Swarthmore College.....	Swarthmore, Pa.....	1883-'84 <i>a</i>	1873-'83	139	134	5
148	Washington and Jefferson College.	Washington, Pa.....	1872 <i>g</i>	1802-'72	2,064	2,180	784
149	Brown University.....	Providence, R. I.....	1880 <i>l</i>	1760-1879	2,032	1,614	1,318
150	University of South Carolina.	Columbia, S. C.....	1867-'71 <i>t</i>	1867-'71	164	.....	.....
151	Furman University.....	Greenville, S. C.....	1882-'83 <i>a</i>	1875-'82	37	.....	.....
152	Newberry College.....	Newberry, S. C.....	1883-'84 <i>a</i>	1869-'83	51	50	1
153	Clafin University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C.....	1884-'85 <i>a</i>	1879-'84	49	.....	.....
154	Wofford College.....	Spartanburg, S. C.....	1880-'81 <i>a</i>	1856-'80	238	211	27
155	East Tennessee Wesleyan University.	Athens, Tenn.....	1883-'84 <i>a</i>	1871-'83	87	82	5
156	King College.....	Bristol, Tenn.....	1882-'83 <i>a</i>	1870-'82	48	46	2
157	Cumberland University.....	Lebanon, Tenn.....	1881-'82 <i>a</i>	1843-'82	1,577	.....	.....

\* Record of the men of Lafayette.

universities in the United States—Continued.

Occupation.																										
Agriculture.	Banking.	Civil service.	Clergymen.	Commerce, trade, and transportation.	Education.		Engineers.	Fine arts and music.	Law and justice.	Legislators, national and State.	Literature and journalism.	Manufactures.	Medicine and surgery.	Military and naval service.	Mining industries.	Publishing.	Science.	Skilled industries.	Other and unknown.							
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27							
.....	.....	.....	231	2	6	6	2	.....	13	10	3	.....	8	.....	.....	.....	.....	.....	63	121						
.....	.....	.....	92	.....	3	.....	1	.....	7	.....	1	.....	6	.....	.....	.....	.....	.....	93	122						
.....	.....	.....	678	.....	(333)	.....	31	134	.....	30	.....	52	.....	.....	.....	.....	3	.....	820	123						
.....	.....	.....	186	.....	.....	.....	.....	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	124						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	125						
9	11	1	47	7	16	71	1	10	21	1	9	1	17	.....	1	11	.....	.....	46	126						
.....	.....	.....	17	2	14	.....	.....	.....	67	.....	6	4	17	.....	.....	.....	.....	.....	14	127						
4	2	1	115	26	4	38	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	128						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	129						
1	2	.....	6	2	2	19	2	.....	13	.....	2	.....	11	.....	.....	.....	.....	.....	17	130						
4	1	1	4	.....	2	2	1	.....	14	.....	2	.....	5	.....	.....	.....	.....	.....	30	131						
10	.....	.....	6	7	5	30	.....	.....	22	.....	1	.....	5	.....	.....	.....	.....	.....	103	132						
.....	2	2	84	12	5	.....	1	.....	37	1	.....	.....	11	.....	.....	.....	.....	.....	74	133						
.....	.....	.....	65	.....	.....	12	.....	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	89	134						
.....	1	.....	22	9	2	15	1	10	6	.....	.....	.....	4	.....	.....	1	.....	1	33	135						
.....	.....	.....	241	.....	.....	.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	712	136						
10	7	.....	235	48	.....	74	71	.....	235	.....	14	.....	83	.....	.....	.....	.....	.....	20	137						
.....	.....	.....	352	.....	21	22	.....	.....	2	.....	.....	.....	53	.....	.....	.....	.....	.....	252	138						
.....	.....	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	139						
.....	.....	.....	24	.....	.....	2	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	36	140						
.....	.....	.....	.....	.....	.....	.....	2	.....	10	.....	.....	.....	35	.....	.....	.....	.....	.....	295	141						
.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	652	142						
.....	.....	.....	154	.....	3	6	1	.....	8	.....	.....	.....	23	.....	.....	.....	.....	.....	150	143						
.....	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....	612	144						
11	.....	.....	264	.....	.....	63	.....	.....	100	.....	7	.....	16	.....	.....	.....	.....	.....	80	145						
.....	.....	3	.....	8	6	2	65	2	12	.....	6	4	.....	.....	.....	.....	20	.....	8	146						
31	8	5	1,333	43	6	29	15	.....	678	4	11	7	320	2	.....	.....	.....	.....	.....	147						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	409	148						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	149						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150						
.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	151						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	152						
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	153						
.....	.....	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	203	154						
.....	4	.....	13	6	3	28	.....	.....	10	.....	1	.....	2	.....	.....	.....	.....	1	19	155						
4	.....	.....	24	2	.....	2	.....	.....	4	.....	.....	.....	7	.....	.....	.....	.....	.....	3	156						
.....	.....	.....	79	.....	.....	.....	19	1,113	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	366	157						

† Normal course not included.

*Statistics of the alumni of colleges and*

	Name of institution.	Location.	Date and character of catalogue used, <i>a</i> , annual; <i>g</i> , general; <i>t</i> , triennial; <i>l</i> , latin.	Years covered.	Number of alumni.	Number of alumni living.	Number of alumni dead.
	1	2	3	4	5	6	7
158	Bethel College .....	McKenzie, Tenn ....	1880-'81 <i>a</i>	1851-'81	78	.....	.....
159	Mosheim Institute.....	Mosheim, Tenn ....	1879-'80 <i>a</i>	1873-'79	27	.....	.....
160	Carson College .....	Mossy Creek, Tenn .	1880-'81 <i>a</i>	1870-'81	91	84	6
161	Central Tennessee College.....	Nashville, Tenn ....	1882-'83 <i>a</i>	1877-'82	31	29	2
162	Fisk University .....	Nashville, Tenn ....	1883-'84 <i>a</i>	1875-'83	32	31	1
163	University of the South.....	Sewanee, Tenn ....	1883-'84 <i>a</i>	1878-'83	74	.....	.....
164	Burritt College .....	Spencer, Tenn ....	1882-'83 <i>a</i>	1852-'83	75	61	14
165	Greenville and Tusculum College.	Tusculum, Tenn ....	1879-'80 <i>a</i>	1816-'80	118	.....	.....
166	Southwestern University .....	Georgetown, Tex ...	1883-'84 <i>a</i>	1844-'72	132	90	33
167	Baylor University .....	Independence, Tex..	1883-'84 <i>a</i>	1854-'59	116	.....	.....
168	Salado College .....	Salado, Tex.....	1874-'75 <i>a</i>	1867-'74	21	.....	.....
169	Waco University .....	Waco, Tex.....	1879-'80 <i>a</i>	1866-'79	110	102	8
170	University of Vermont and State Agricultural College.	Burlington, Vt.....	1791-1875 <i>g</i>	1791-1875	1,435	936	499
171	Emory and Henry College .....	Emory, Va.....	1880-'81 <i>a</i>	1846-'80	422	361	61
172	Hampden Sidney College .....	Hampden Sidney College, Va.	1776-1867 <i>g</i>	1776-1867	497	339	158
173	Roanoke College.....	Salem, Va .....	1877-'78 <i>a</i>	1855-'77	157	148	9
174	University of Virginia.....	University of Virginia, Va.	1829-'80 <i>g</i>	1829-'80	1,188	.....	.....
175	Bethany College.....	Bethany, W. Va.....	1881-'82 <i>a</i>	.....	586	.....	.....
176	Lawrence University .....	Appleton, Wis .....	1883-'84 <i>a</i>	1857-'83	272	244	28
177	Beloit College.....	Beloit, Wis.....	1883-'84 <i>a</i>	1851-'82	311	284	27
178	University of Wisconsin.....	Madison, Wis .....	1849-'83 <i>g</i>	1849-'53	862	827	35
179	Racine College.....	Racine, Wis.....	1883-'84 <i>a</i>	1853-'83	155	146	9
180	Gonzaga College.....	Washington, D. C...	1882-'83 <i>a</i>	1860-'82	631	622	9



universities in the United States—Continued.

Occupation.																										
Agriculture.	Banking.	Civil service.	Clergymen.	Commerce, trade, and transportation.	Education.		Engineers.	Fine arts and music.	Law and justice.	Legislators, national and State.	Literature and journalism.	Manufactures.	Medicine and surgery.	Military and naval service.	Mining industries.	Publishing.	Science.	Skilled industries.	Other and unknown.							
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27							
			7	1		10			3				4						3							158
3			10	1	4	7			9				5						40							159
																										160
			5		4	20			2	1																161
																										162
																										163
																										164
																										165
																										166
									13										103							167
																										168
19	5	4	185	43	29	54	21	3	332	5	30	12	576	11	1	3	4									169
																										170
38	2	2	35	21	17	84	3		103	2	6	2	27						72							171
			117		35	6			96	3	2		49						196							172
10		1	42	6	7	37			24	3	2		10						16							173
																										174
																										175
3	4		38	4	7	26	1		54		6	3	18	1	2			1	104							176
8	2		97	20	12	22	1		59		13	7	25	1	1	1	3		39							177
22	3	4	32	39	(121)		24	1	333		26	2	42				1	2	160							178
																										179
6	4	45	15	43			1	4	26		5	4	9	2				30	437							180

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1875 to 1885, inclusive (1883 omitted). These numbers include the National Military and Naval Academies:

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	74	75	74	76	81	83	85	86	92	105
Number of instructors.....	758	793	781	809	884	953	1,019	1,082	1,178	1,282
Number of students .....	7,157	7,614	8,559	13,153	10,910	11,584	12,709	15,957	14,769	17,086

TABLE X.—PART I.—*Summary of statistics of schools of science endowed with the national land grant.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholar- ships.	Number of other free schol- arships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of grad- uate students.		
Alabama.....	1	1	23	0	11	97	23	0	0	.....
Arkansas.....	1	(a)	(a)	(a)	(a)	(a)	3	.....	(1,000)	.....
California.....	1	0	0	0	34	46	44	(a)	0	0
Colorado.....	1	1	18	14	9	43	18	3	0	0
Connecticut.....	1	0	0	0	31	220	10	20	.....	.....
Delaware.....	1	0	0	0	(a)	(a)	(a)	0	30	.....
Florida.....	1	4	38	.....	5	38	.....	0	108	0
Georgia.....	5	12	295	218	23	331	75	1	.....	20
Illinois.....	1	2	78	8	25	247	23	6	0	0
Indiana.....	1	2	62	53	9	85	33	3	184	.....
Iowa.....	1	.....	.....	.....	20	231	18	3	.....	.....
Kansas.....	1	.....	.....	.....	17	394	2	5	.....	.....
Kentucky.....	1	4	64	6	11	143	.....	.....	400	0
Louisiana.....	1	5	53	.....	4	40	0	1	0	5
Maine.....	1	.....	.....	.....	9	84	7	2	.....	.....
Maryland.....	1	1	10	.....	5	35	2	1	0	.....
Massachusetts.....	2	9	66	.....	79	466	211	12	80	17
Michigan.....	1	0	0	0	15	150	19	7	0	0
Minnesota.....	1	.....	(a)	(a)	(a)	(a)	(a)	(a)	.....	.....
Mississippi.....	2	6	367	15	18	241	22	9	.....	.....
Missouri.....	2	1	35	17	16	26	.....	.....	.....	.....
Nebraska.....	1	7	10	0	5	13	0	0	.....	.....
Nevada.....	1	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....
New Hampshire.....	1	.....	.....	.....	8	23	.....	.....	12	22
New Jersey.....	1	.....	.....	.....	16	50	6	(a)	40	.....
New York.....	1	0	0	0	(a)	(a)	(a)	(a)	512	.....
North Carolina.....	1	0	0	0	(a)	(a)	(a)	(a)	96	.....
Ohio.....	1	.....	88	5	20	89	.....	(a)	0	0
Oregon.....	1	.....	25	15	5	108	.....	.....	60	.....
Pennsylvania.....	1	3	52	17	14	43	9	2	50	0
Rhode Island.....	1	.....	.....	.....	(a)	(a)	.....	.....	.....	.....
South Carolina.....	2	(a)	(a)	(a)	(a)	(a)	(a)	(a)	.....	5
Tennessee.....	1	3	64	.....	15	152	.....	4	(263)	.....
Texas.....	1	.....	29	0	9	112	0	1	0	.....
Vermont.....	1	0	0	0	(a)	(a)	(a)	(a)	0	(a)
Virginia.....	2	72	226	117	74	440	8	12	200	639
West Virginia.....	1	(a)	(a)	0	(a)	.....	.....	.....	.....	.....
Wisconsin.....	1	.....	.....	.....	(c)	(a)	(a)	(a)	.....	10
Total.....	47	133	1,703	485	512	3,952	533	92	1,772	738
U. S. Military Academy.....	1	.....	.....	.....	51	310	.....	.....	.....	.....
U. S. Naval Academy.....	1	0	0	0	60	243	0	0	0	0
Grand total.....	49	133	1,703	485	623	4,505	533	92	1,772	738

a Included in summary of statistics of universities and colleges (Table IX).



CXCVIII. REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE X.—PART 1.—*Summary of statistics of schools of science endowed with the national land grant*—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama.....	1,500	500	1,500	\$100,000	\$252,000	\$20,160	\$1,000	\$7,100
Arkansas.....	(a)	(a)	(a)	200,000	130,000	10,400	1,600	13,000
California.....	(a)	(a)	.....	(a)	(a)	(a)	0	(a)
Colorado.....	1,000	200	0	70,000	.....	0	0	21,000
Connecticut.....	5,000	.....	.....	200,000	278,904	32,366	28,706	.....
Delaware.....	.....	.....	.....	(a)	(a)	(a)	(a)	.....
Florida.....	50	.....	0	35,000	154,500	9,228	0	10,000
Georgia.....	4,100	30	750	188,000	247,202	17,304	575	16,000
Illinois.....	14,000	1,000	0	545,000	384,000	17,280	8,596	29,469
Indiana.....	2,730	404	.....	300,000	340,000	17,000	1,508	20,000
Iowa.....	6,000	.....	.....	400,000	637,807	42,000	0	2,500
Kansas.....	5,760	686	.....	182,000	497,444	33,213	7,414	22,553
Kentucky.....	0	.....	300	100,000	165,000	9,900	1,900	16,500
Louisiana.....	17,000	0	50	300,000	318,313	14,556	0	10,000
Maine.....	4,291	91	.....	150,000	131,300	7,700	2,240	6,500
Maryland.....	2,000	50	1,200	90,000	112,500	7,000	2,250	0
Massachusetts.....	4,023	1,000	.....	945,264	645,833	31,269	117,500	50,915
Michigan.....	7,490	834	.....	243,960	283,344	27,296	0	35,103
Minnesota.....	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)
Mississippi.....	3,689	388	10	253,402	212,150	10,608	352	37,821
Missouri.....	2,500	.....	.....	180,000	330,000	13,500	300	7,500
Nebraska.....	(a)	(a)	0	.....	.....	.....	.....	(a)
Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	1,500	.....	500	70,000	80,000	4,800	.....	2,000
New Jersey.....	.....	.....	.....	.....	.....	.....	.....	.....
New York.....	(a)	(a)	.....	(a)	(a)	(a)	(a)	.....
North Carolina.....	2,000	50	5,000	(a)	125,000	7,500	5,000	10,500
Ohio.....	5,000	2,000	0	600,000	537,641	32,270	5,129	10,450
Oregon.....	3,000	.....	600	10,000	77,000	6,000	1,500	2,500
Pennsylvania.....	3,500	140	2,550	951,616	500,000	30,000	0	0
Rhode Island.....	(a)	(a)	.....	(a)	50,000	.....	.....	.....
South Carolina.....	27,000	100	1,000	329,600	191,250	11,500	0	17,500
Tennessee.....	(a)	(a)	(a)	(a)	405,000	24,410	(a)	.....
Texas.....	1,200	30	200	250,000	209,000	14,280	0	20,000
Vermont.....	(a)	.....	.....	(a)	(a)	8,130	(a)	.....
Virginia.....	5,562	562	0	550,000	449,939	26,022	25,540	10,329
West Virginia.....	(a)	.....	.....	(a)	(a)	(a)	(a)	(a)
Wisconsin.....	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)
Total.....	129,895	8,065	13,660	7,343,842	7,744,847	485,692	211,120	379,240
U. S. Military Academy.....	29,609	474	.....	.....	.....	.....	.....	5306,276
U. S. Naval Academy.....	25,976	602	0	955,214	0	0	0	0
Grand total.....	185,480	9,141	13,660	8,299,056	7,744,847	485,692	211,120	686,216

a Included in summary of statistics of universities and colleges (Table IX).

b Congressional appropriation.

TABLE X.—PART 2.—Summary of statistics of schools of science not endowed with the national land grant.

States.	Number of schools.	Preparatory department.		Scientific department.			Number of State scholarships.	Number of other free scholar- ships.		
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.			In partial course.	Number of grad- uate students.
A. SCHOOLS OF MINING, ENGINEER- ING, AGRICULTURE, &C.										
California.....	2	2	26	8	5	48	20			
Colorado.....	2				7	17	42			
Connecticut.....	1				4	38		2		
Georgia.....	1									
Indiana.....	1				8	45				
Maryland.....	2									
Massachusetts.....	5				107	273	16	2	4	
Michigan.....	1				(a)	(a)				
Missouri.....	1				(a)	(a)				
New Hampshire.....	2				14	75				
New Jersey.....	2				36	248	6			
New York.....	6				86	3,797	27	4		
Ohio.....	2				21	386	12		12	
Pennsylvania.....	9	1	21		139	3,001	92	19	54	
Vermont.....	1				12	51			30	
Virginia.....	4	3	12		22	245			50	
Dakota.....	1				6	240				
Total.....	43	6	59	8	467	8,464	215	27	100	
B. MANUAL TRAINING SCHOOLS.										
Colorado.....	1									
Illinois.....	1				7	143	4	0	0	
Louisiana.....	1									
Maryland.....	1				4	114			109	
Massachusetts.....	1									
Minnesota.....	1									
Mississippi.....	1				20	287	22			
Missouri.....	1	12	219						0	
Ohio.....	2		18							
Pennsylvania.....	1									
Tennessee.....	1									
Virginia.....	1	10	160	28						
Total.....	13	22	397	28	31	544	26		159	
Total A.....	43	6	59	8	467	8,464	215	27	100	
Total B.....	13	22	397	28	31	544	26		159	
Grand total.....	56	28	456	36	498	9,008	241	27	100	

a Included in summaries of statistics of universities and colleges (Table IX).

TABLE X.—PART 2.—*Summary of statistics of schools of science not endowed with the national land grant—Continued.*

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
<b>A. SCHOOLS OF MINING, ENGINEERING, AGRICULTURE, &amp;c.</b>								
California.....	300				\$100,000			
Colorado.....	340	25		\$30,000				\$21,000
Connecticut.....	805	175		20,000			\$325	7,000
Georgia.....								(a)
Indiana.....	5,000			154,000	500,000	\$30,000		
Maryland.....	2,800			25,000				
Massachusetts.....	6,450	45		150,000	1,448,141	69,723	9,697	
Michigan.....	(a)	(a)		(a)	(a)	(a)	(a)	(a)
Missouri.....								
New Hampshire.....	2,000			12,000	176,000	10,500	2,720	
New Jersey.....	(a)						9,000	
New York.....	19,000	800		690,000			44,125	
Ohio.....	2,000				1,250,000			
Pennsylvania.....	57,000			350,100	290,000	14,590	7,151	
Vermont.....	3,000			20,000				
Virginia.....	5,240	208	300	250,000	20,000	1,200	8,609	30,000
Dakota.....				25,000				
Total.....	103,935	1,253	300	1,726,100	3,784,141	125,923	81,318	58,000
<b>B. MANUAL TRAINING SCHOOLS.</b>								
Colorado.....								
Illinois.....	500		100	90,000	0	0	8,800	0
Louisiana.....								
Maryland.....	131			25,000				
Massachusetts.....								
Minnesota.....								
Mississippi.....				100,000				20,000
Missouri.....				60,000	80,000			0
Ohio.....								
Pennsylvania.....								
Tennessee.....								
Virginia.....	1,000				1,500,000	68,000		
Total.....	1,631		100	275,000	1,580,000	68,000	8,800	20,000
Total A.....	103,935	1,253	300	1,726,100	3,784,141	125,923	81,318	58,000
Total B.....	1,631		100	275,000	1,580,000	68,000	8,800	20,000
Grand total.....	105,566	1,253	400	2,001,100	5,364,141	193,923	90,118	78,000

a Included in summary of statistics of universities and colleges (Table IX).



Table X, Part 1, presents the statistics of (47) colleges, universities, or departments of universities, endowed with the national land grant of 1862, and having as a distinct purpose training in agriculture and the mechanic arts.

The number of schools is the same as in 1883-'84; the relative status of the schools with respect to instructors, students, etc., will be seen from the following totals, those in brackets being for 1883-'84:

*Preparatory departments:* Number of instructors, 133 [79]; students—male, 1,703 [1,493]; female, 485 [452].

*Scientific departments:* Number of instructors, 512 [540]; students, 4,577 [4,212]; number of State and other free scholarships, 3,873 [3,159]. The receipts from State appropriations as reported for 21 States were \$353,740, as against \$373,379 reported from the same 21 States for 1883-'84. Florida, which made no report of State appropriations last year, reports for the current year \$10,000. For North Carolina, last year the appropriation was included in the totals for universities and colleges (Table IX); this year it is reported separately, and amounts to \$10,500. In the case of 5 States the appropriations for this year are included in the totals for universities and colleges. A detailed examination of Table X of the Appendix will suffice to show how widely these colleges and universities differ from each other in respect to organization and resources. These differences, however, are the result of causes more or less transient, and do not indicate either fundamental difference of purpose or ultimate difference of rank.

An examination of the admission requirements of 41 of the institutions in the table shows that for 15 the studies pursued in the common schools are a sufficient preparation, while 26 call for somewhat higher attainments. In 10 of the latter, the additional requirements are the elements of algebra and plane geometry; the remaining 16 include other branches, and one requires a high-school diploma.

A comparison of the reports for the current year with those of 1880 shows for the majority of the schools marked increase in the number of teachers and in the number of students, while the large proportion of the students in the departments of industrial training is a proof that these institutions are realizing more and more fully the special purposes contemplated in the endowment of 1862. Several of these schools have long been noted for their very complete equipment for instruction in pure and applied science. The development of such instruction in the remaining schools has been retarded by the want of laboratories and apparatus. Much has been done during the last five years to supply these costly but indispensable appliances, so that a larger number of the schools can now be reported as fairly well equipped, while the better understanding of these necessities by the people gives hope of ampler provision in this respect in the future.

The present status of a certain number of these schools with respect to technical training is indicated by a tabular statement on pages CCV and CCVI, showing for 10 institutions endowed with the grant of 1862, and for 8 not so endowed, the number of courses of technical training for which provision is made, and the present number of students in these courses according to returns received at this Office during the year.

The following institutions have made special reports of new buildings, new improvements, new means of instruction: The Agricultural and Mechanical College of Alabama has newly fitted up its chemical laboratory for analytical work; also erected a chapel, or public hall. The State Agricultural College of Colorado has erected a new chemical laboratory complete in all its appointments; greenhouse with latest improvements; machine shop with 15-horse-power engine, together with the latest improved machinery for wood and iron work; also water-works connected with the town system. Delaware College is about to establish an experimental station. The Illinois Industrial University reports a blacksmith shop with forges, anvils, and all necessary tools for 16 persons; \$200 expended in new machines and tools for carpenter and machine shops; \$1,500 in apparatus and materials for chemical, physical, and botanical laboratories. The Kansas State Agricultural College reports

wing of main building, \$2,000; greenhouse, \$25.00; other buildings, \$1,000; also general improvement of apparatus and machinery. Maine State College of Agriculture reports shop for mechanical instruction, including filing, forging, and wood working. Agricultural and Mechanical College of Mississippi reports new barns, stables, sheds, also 3 silos with capacity of 300 tons. The Agricultural and Mechanical College of Missouri reports a \$100,000 addition to university building, of which the department makes use. University of North Carolina reports a biological laboratory; also an auditorium capable of seating 2,500 persons. Pennsylvania State College reports \$11 for laboratories and apparatus, also \$400 for mechanic arts department. Virginia Agricultural and Mechanical College reports orchards, nursery, grapery, cabinets of minerals, etc.

Table X, Part 2, presents the statistics of (56) schools and of collegiate departments of science not endowed with the land grant of 1862.

Owing to the increase in the number of manual training schools, an effort has been made in this part of the table towards a distinct classification for such schools. In Division B, those schools which are essentially manual training schools have been brought together, while the general character of Division A remains unchanged, including besides schools of agriculture, general science, etc., some polytechnic schools, in which manual training may or may not be a distinct feature. The usual difficulties in a first effort at classification have been experienced.

More extended inquiries on this subject will probably increase the number of institutions which should have recognition as manual training schools, and may show that some institutions now classed in Division A would properly be reported in Division B.

As intimated above, where there has been any question as to classification, the distinction has been made as far as possible between schools organized primarily for the purpose of giving manual training, and those which make provision for a systematic course of instruction in science and its industrial applications, together with practice in the laboratory, machine shops, etc.

As a rule, candidates for admission to the schools and collegiate departments included in Division A of Table X, Part 2, must be well grounded in mathematics. There is also a noticeable tendency to increase the requirements in the English language, and some preliminary acquaintance with French and German is strongly advised. In general these schools are well equipped for the work in which they are engaged.

The increased patronage and resources of the institutions presented in Table X, and their general improvement, must be regarded as both a cause and an effect of the increased interest manifested in the subject of technical training throughout the country. In respect both to an understanding of the importance of such training, and to provision for the same, the United States bears very favorable comparison with foreign nations, a fact which is constantly recognized by foreign authorities. We must, however, admit that our distinction is due chiefly to provisions for training in the mechanic arts; in respect to agricultural training we are inferior to the European nations in which it has been fostered.

The increasing recognition of the importance of technical training, and the disposition to seek it in approved institutions, is illustrated by certain facts in the recent history of the Massachusetts Institute of Technology. In his report for 1884, the president, Francis A. Walker, gives the number of students for each year from 1865-'66 to 1884-'85, inclusive. From this table it is seen that the attendance steadily increased up to 1876-'77, when the number of students was 215, then there was a falling off for two years; but in 1879-'80 the reaction commenced, since which date the attendance has again steadily increased, reaching 579 in 1884-'85.

The president also notes the gratifying tendency to a widening of the field from which the students are drawn. He says:

Last year twenty-six States of the Union were represented on our list of attendance. This year our students come from thirty-three States. Of the total number of 368 students in all classes of the regular courses, 235 are from Massachusetts, 41 from other New England States, and 92 from outside New England. Of the total



number of 579, including special students, 358 are from Massachusetts, 70 are from other New England States, and 151 from outside New England.

Not less than eleven Southern States are represented in the attendance. The following statement is of general interest, as indicating the need of constantly increasing resources to enable an institution of this kind to maintain a high standard :

Large additional endowments are needed—

1. As a reserve against hard times, against the occurrence of financial disaster, and even against the possibilities of temporary internal mismanagement. It is a perilous position for an educational institution that it should depend so largely upon tuition fees as to draw one-half of its revenue from this source. Yet five-sixths of the income of the Institute of Technology will be thus derived the current year.

2. As a basis for free scholarships for a large number of deserving students, whose means would be severely taxed to meet the expenses of their maintenance, even were the charges of their tuition remitted. \* \* \*

3. As a means to reducing somewhat the very high tuition fees now necessarily exacted from all students.

4. To place it in the power of the corporation to raise the compensation of the professors and other instructors of the school, to correspond, if not with the incomes of successful practitioners in the several scientific professions, at least with the salaries of professors and instructors in the leading classical colleges.

5. To enable the corporation and faculty, through the long future of the school, to meet promptly and fully all the progressive demands of industrial education, as well as, through original research and investigation, to pay back each year some part of that great debt which the arts owe to science.

Experience seems to prove conclusively that an effective course of practical agricultural training will include farm work by the students. This plan is pursued in the Agricultural College of Michigan, which is one of the most successful of its class. President Willits observes in his report for 1884-'85 :

The college affords to its students the benefits of daily manual labor. Most of the labor is paid for, and lessens the expenses of the student. It is in part educational, varied for the illustration of the principles of science. The preservation of health and the cultivation of a taste for agricultural pursuits are two other important objects. Four years of study without labor, wholly removed from sympathy with the laboring world, during the period of life when habits and tastes are rapidly formed, will almost inevitably produce disinclination, if not inability, to perform the work and duties of the farm. To accomplish the objects of the institution, it is evident that the student must not, in acquiring a scientific education, lose either the ability or the disposition to labor on the farm. If the farmers, then, are to be educated, they must be educated on the farm itself; and it is due to this large class of our population that facilities for improvement second to none other in the State be afforded them.

It is believed that the two and one-half hours' work that every student is required to perform on the farm or in the garden, besides serving to render him familiar with the use of implements and the principles of agriculture, is sufficient also to preserve habits of manual labor, and to foster a taste for agricultural pursuits.

A similar view of the importance of practice in an art which combines manual skill with the application of scientific principles, was expressed by the late Charles O. Thompson, President of the Rose Polytechnic Institute, in his report for 1885. He says:

Those who are actively engaged in the practice of engineering are generally agreed that every young man who is in training for an engineer should acquire familiarity with the practical side of his profession, especially that mechanical engineers should understand the use of tools and machinery. The acquirement of this manual dexterity may precede, accompany, or follow the training in engineering principles. In this school it accompanies it.

In acquiring knowledge of any form of handicraft, or of the practical industries by which society is supported or carried on, it is essential that the student should practice under conditions like those that he will meet in actual life. The more his work is subjected to the inexorable tests of trade, the more he feels the same responsibility that rests on an actual workman, the more his shop training is worth.

If the student's study of principles is supplemented by weekly practice in a shop where these principles are seen in action, his entrance upon the life of an engineer will be an expansion of his course of study, rather than an abrupt transition to a new mode of life.



The important fact which underlies any sound scheme for school shops is that machinery is to have a constantly increasing share in the conversion of matter into useful form. The educated mechanic must understand the practical limits of mechanical production and all the possible ways in which those limits can be extended. He must know by practice how to design, construct, and assemble the parts of a machine, as well as how to finish its product by skillful handicraft, and he should also know how to make his tools. The power of an engineer to decide upon general grounds the best form and material for a machine, and to calculate its parts, is vastly increased by blending with it the skill of the craftsman in manipulating the material.

And the graduate from such a course is practically secure of employment, even in dull times; for experience in a school<sup>1</sup> which has been conducted on this plan for sixteen years shows that such young men, in addition to securing the advantage of a good education, are as skillful mechanics as those who have served three years as apprentices.

The same idea was carried out by President Thompson in the training at the Worcester Free Institute, as expressed in the catalogue for 1884:

Special prominence is given to the element of practice which is required in every department.

In favor of this feature of the training adopted at the Institute, there may be assigned the following reasons:

1. The fact that some of the most useful and sagacious manufacturers and business men, as well as many able educators, continually recur to the idea of combining manual labor with school instruction, shows the increasing demand for a closer union of theory and practice in technological training.

2. Those who are actively engaged in the practice of engineering, are generally agreed that every young man training for an engineer should acquire familiarity with the practical side of his profession. The acquirement of the manual dexterity, conceded by all to be desirable, may precede, accompany, or follow the technological training.

3. Most of the young men who have graduated from the school have readily found employment in situations for which their technical education particularly prepared them, and have proved themselves well fitted for their work.

But while practice is made thus prominent, it is insisted that it should spring from a clear comprehension of principles. Practice is not an end, but a means and help to the best instruction. With this view of its relation to theoretical work in the school training, the student's entrance on the pursuit he has chosen becomes an expansion of his course of study, rather than an abrupt transition to a new sphere of life.

In acquiring knowledge of any form of handicraft, or of the practical industries by which society is supported and carried on, it is essential that the student should practice under conditions as like as possible to those which he will meet in life. The more his work is subjected to the inexorable tests of trade, and the more he feels just the same responsibility that is inevitable in actual business, the better.

For the acquisition of practical familiarity with different branches of applied science, the same facilities are offered as in the best schools of technology elsewhere; in mechanical engineering, *shop practice* is added to the course and incorporated in it.

Practice in the school is subjected to three conditions: First, it shall be a necessary part of each week's work; secondly, it shall be judiciously distributed and constantly supervised; and, thirdly, the students shall not expect or receive any immediate pecuniary return for it.

At the middle of the first year every student who has not already done so (under the advice of the instructors) chooses some department, and, until his graduation, devotes ten hours a week, and an additional month of each year, to practice in that department. Students who select chemistry, work in the laboratory; the civil engineers, at field work or problems in construction; those who select drawing, in the drawing room; and physics, in the physical laboratory. The mechanical engineers practice in the machine-shop from the beginning of the apprentice half-year, and their practice extends over the whole course of three and a half years.

---

<sup>1</sup> The Worcester Free Institute.

## Classification of scientific students in a number of institutions.

Name.	Location.	Agriculture and horticulture—field.	Mechanic arts—shops.	Civil engineering—field.	Mechanical engineering—shops.	Electrical engineering—laboratory.	Metalurgy and assaying—laboratory.	Chemistry—laboratory.	Physics—laboratory.
State Agricultural and Mechanical College.	Auburn, Ala. ....	35	65	4	.....	.....	.....	20	....
Illinois Industrial Univ'ry..	Urbana, Ill. ....	21	.....	59	a36	.....	.....	90	52
Rose Polytechnic Institute*	Terre Haute, Ind. ....	.....	.....	7	a57	.....	.....	2	....
Kansas State Agricultural College.	Manhattan, Kans. ....	26	211	35	.....	.....	.....	.....	.....
Lawrence Scientific School (Harvard University).	Cambridge, Mass. ....	.....	.....	b13	.....	.....	.....	.....	.....
Polytechnic School of Washington University.*	St. Louis, Mo. ....	20	.....	25	.....	.....	.....	37	21
Chandler Scientific Dep't of Dartmouth College.*	Hanover, N. H. ....	.....	.....	24	.....	.....	.....	15	....
Scientific courses of Cornell University.	Ithaca, N. Y. ....	21	67	95	.....	.....	.....	11	....
Rensselaer Polytechnic Institute.*	Troy, N. Y. ....	.....	.....	170	.....	.....	.....	70	....
Virginia Agricultural and Mechanical College.	Blacksburg, Va. ....	.....	9	6	.....	.....	.....	9	....
Corcoran Scientific School (Columbian University).*	Washington, D. C. ....	.....	.....	11	.....	.....	5	11	....

Name.	Location.	Natural history—laboratory.	Printing and telegraphy—office.	Drawing—office.	Architecture—shops.	Military drill—field.	Domestic economy.	Instrumental music.	Total number less duplicates.
State Agricultural and Mechanical College.	Auburn, Ala. ....	12	25	96	.....	126	.....	.....	....
Illinois Industrial Univ'ry..	Urbana, Ill. ....	43	.....	.....	26	220	.....	.....	....
Rose Polytechnic Institute*	Terre Haute, Ind. ....	.....	.....	.....	.....	.....	.....	.....	....
Kansas State Agricultural College.	Manhattan, Kans. ....	9	c104	.....	.....	83	91	45	405
Lawrence Scientific School (Harvard University).	Cambridge, Mass. ....	.....	.....	.....	.....	.....	.....	.....	....
Polytechnic School of Washington University.*	St. Louis, Mo. ....	.....	.....	.....	.....	182	.....	.....	....
Chandler Scientific Dep't of Dartmouth College.*	Hanover, N. H. ....	.....	.....	.....	.....	.....	.....	.....	....
Scientific courses of Cornell University.	Ithaca, N. Y. ....	.....	.....	.....	37	.....	.....	.....	....
Rensselaer Polytechnic Institute.*	Troy, N. Y. ....	.....	.....	.....	.....	.....	.....	.....	....
Virginia Agricultural and Mechanical College.	Blacksburg, Va. ....	.....	.....	.....	.....	80	.....	.....	....
Corcoran Scientific School (Columbian University).*	Washington, D. C. ....	6	.....	27	.....	.....	.....	.....	76

\* Not endowed with national land grant.

a Including mechanic arts.

b Thirteen only for the time being; others in chemical laboratory during the year.

c Three in type-writing.

*Classification of scientific students—Continued.*

Name.	Location.	Total number less duplicates.
Storrs Agricultural School*.....	Mansfield, Conn.....	a36
Chicago Manual Training School*.....	Chicago, Ill.....	a156
Purdue University.....	La Fayette, Ind.....	a300
State College of Agriculture and the Mechanic Arts.....	Orono, Me.....	a88
State Agricultural College.....	Agricultural Coll., Mich..	a235
Polytechnic Institute*.....	Brooklyn, N. Y.....	a75
State Agricultural and Mechanical College.....	College Station, Tex.....	a139

\* Not endowed with national land grant.

a Details not reported.

The question of providing for manual or industrial training by other instrumentalities and under conditions different from those pertaining to the institutions which are classified under Table X of this Report, has become one of deep and wide-spread interest.

## MEANING OF THE EXPRESSION, "INDUSTRIAL EDUCATION."

In the general discussions of the subject two lines of thought are noticeable, which were distinctly defined by Professor Felix Adler in an article in the *Princeton Review* of March, 1883. Professor Adler says:

The phrase "industrial education" may have, and has acquired two entirely distinct meanings. As understood by one party it means the kind of education that is intended to foster industrial skill, and to fit the pupil, while at school, for the industrial pursuits of later life. Perhaps the majority of those who insist on the importance of industrial education in public schools, and who are urging its adoption, use the phrase in this sense. \* \* \* But there is a totally different sense in which the phrase "industrial education" may be understood; not that education shall be made subservient to industrial success, but that the acquisition of industrial skill shall be a means for promoting the general education of the pupil; that the education of the hand shall be a means of more completely and more efficaciously educating the brain. It is in the latter sense, in which labor is regarded as a means of mental development, that industrial education is understood by the most enlightened of its advocates. They are well aware that to introduce a trade into the school is to degrade the school; that to take away from the young the time that should be dedicated to the elements of general culture and devote it to training them in a special aptitude, however useful later on, is to impair the humanity of the child. They desire nothing of this sort, and they ask that a workshop be connected with every school for no other reason than that a chemical laboratory is connected with every college.

There are thus two antagonistic parties whose watchword "industrial education" has alike become. The one seeks to make the mass of mankind more machine-like than they already are, though with the proviso that they shall be made more perfect machines, more skillful to increase wealth and to feed the channels of the manufacturer's profits. The other party, standing at the opposite pole of thought, seeks rather to elevate the masses, to more completely develop the humanity of the young, and looks upon technical and art education in the school as a novel and admirable means for achieving this result. Since, then, the phrase "industrial education" is susceptible of interpretations so diverse and so incompatible with each other, it is in the interest at least of those who have the higher educational aim in view to make use of a less equivocal designation; and the phrase "the creative method" will henceforth be adopted by us.

## THE WORKINGMAN'S SCHOOL.

Various efforts have been made to develop a system of training in accordance with the latter conception. The most notable of these is the Workingman's School of New York city, conducted by Prof. Felix Adler, under the auspices of the United



Relief Works of the Society for Ethical Culture. As the name of the school indicates, its benefits are intended especially to accrue to the children of the working people, although the methods employed are believed by those engaged in the enterprise to be desirable for all children. The Workingman's School receives children from the Free Kindergarten (maintained by the same society) at six years of age, and retains them until their fourteenth year. The school aims at an "all-sided development" of the child, and to this end takes into account in all its processes the intellectual, the æsthetic, and the moral nature.

As is the case in many public and private schools, the importance of a sympathetic co-operation between parents and teachers in the work of training the young is fully recognized.

In the Workingman's School such co-operation is promoted by teachers' meetings, and meetings of parents and teachers, held at regular stated times. With reference to these conferences Professor Adler says in the article above referred to:

A close connection between the parents and the teachers of the school has been established. Every month a so-called parents' meeting takes place, at which the progress or deficiencies of the pupils are brought to the notice of their parents. At these meetings, moreover, some special features of the method of the school are always discussed, so that the parents may gain an insight into our plans and give us their assistance in carrying them out. The result has thus far been most satisfactory. The parents have, of their own accord, organized a committee to support the managers of the school, and a feeling of mutual confidence and good-will prevails.

The branches pursued in the school are reading, penmanship, composition, grammar, history, geography, natural science, ethics, drawing, modeling, manual training, and calisthenics.

The distinctive feature of the school is the system of manual training, which has been elaborated by experiment combined with the careful study of principles, methods, and results. This feature is described as follows:

The chief practical difficulty in carrying out the plan of the school was found to consist in formulating a series of workshop lessons whose value should be educational.

Numerous attempts at so-called industrial education have been made, both in this country and abroad, but to our knowledge they are for the most part aimless, incoherent, and lacking in system. There are thousands of manual occupations from which a selection must be made, and of these now one kind, then another, has been chosen for introduction into the school (printing, carpentry, basket-making, and the like), without much rhyme or reason in the choice. What is needed is a principle of selection which shall organically connect the work-instruction with the remaining branches. It seemed to the writer that such a principle of selection might be found in the drawing course in both its departments: mechanical drawing to be the basis of instruction in the workshop, and free-hand drawing the basis of work in the *atelier*. In the department of art-instruction the realization of this idea seems comparatively easy; in the department of technical instruction the difficulty is much greater. An attempt to solve it has, however, been made, and the following outline would afford \* \* \* a survey of the scheme of workshop lessons projected for and partly carried out in the school. The board of managers of the school are not committed to all the details of the plan, which will continue to be modified as the experiment proceeds. But the scheme will show at least the lines along which we hope to advance toward our goal.

\* \* \* \* \*

This plan consists of a series of exercises so arranged that the different tools and materials of construction employed are successively introduced according to the ages and abilities of the pupils, so that the actual practice necessary for the skillful manipulation of the tools may be given simultaneously with an education of the mind.

The exercises planned for the five lowest classes involve the rudiments and most important principles of geometry \* \* \* and most useful laws of mechanics and physics. Throughout the scheme the exercises in the work-instruction course will be constructed from the pupils' own drawings. By this means the work of both the drawing and the work-instruction departments will be pursued at a greater advantage than they would be if entirely independent of each other; but besides this, the pupil will be taught to appreciate the true relation between the plan and the construction. The habit of working from a definite plan will be inculcated, which will be of great

value and an important factor to the pupil's success in whatever he may undertake later in life.

To illustrate definitely the connection that exists between the drawing and the work-instruction courses, an example of an exercise designed for the fourth class is taken. In the drawing-room the pupil will be given a model of a cone, from which he will take measurements and then make a complete working drawing. In the workshop, with the drawing, proper material, and tools, the pupil will turn in his lathe a cone according to his drawing, which when completed will be a copy of the original model used in the drawing-room.

The following is a very brief summary of the plan for each class:

The exercises planned for the eighth and seventh classes introduce the use of paper, pencils, triangles, compasses, and rules in the drawing-room. In the work-room small toy squares and chisels are employed for carving geometrical forms from pieces of clay. Only plane figures are involved in the exercise for the eighth and seventh classes, from which the pupils will acquire a knowledge of the names and properties of lines, angles, polygons, circles, parts of the circle, and also the methods of construction of many geometrical forms.

In order that the exercises may have greater interest to the pupil than could be elicited from the study of abstract geometrical figures, the pupil will first be shown a model of some familiar object composed of pieces representing different geometrical forms. For example, a model of a house will be taken at first, and then the different geometrical figures, as the square, the rectangle, and the triangle, which enter into the structure of the model will be taken as the subjects of different exercises.

The pupils of the schools are arranged in eight classes, and a day's session, excluding recess, is  $5\frac{1}{2}$  hours, which gives, for 5 school days,  $28\frac{1}{2}$  hours; there is also a short Saturday session for three of the classes, devoted entirely to work instruction. Each class, or rather each division of a class, spends a certain portion of the school time in drawing, modeling, and work exercises, the time so devoted varying from  $4\frac{1}{2}$  hours a week in the third class to  $1\frac{1}{2}$  hours in the eighth class.

Work instruction for the girls comprises cutting and sewing, cooking and designing.

According to the report for 1883-'85 the total number of pupils in the school was 217, and the number of teachers 12, assisted by 9 volunteers.

The annual expenses of the school are about \$20,000.

#### EXPERIMENTS IN CONNECTION WITH CITY PUBLIC SCHOOLS.

The experiment of combining tool work with the ordinary course of school instruction is now going on in several cities. So much interest attaches to the subject that it seems desirable to give a somewhat extended account of these experiments in this place.

The operation of the Boston Manual Training School is thus described by Superintendent Seaver in his report dated March, 1885:

The experiment in manual training for boys has made interesting progress. Two hundred boys from ten different grammar schools have been under instruction in carpentry two hours a week since September. Most of them were beginners at that time, but a few were members of the classes formed last April.

The boys were selected by the masters of the grammar schools, no boy being taken who was not fourteen years old, and who had not the express permission of his parents to take the instruction. This limit as to age is well suited to the usual size and strength of boys, and has the additional advantage of avoiding some possible legal difficulties.

\* \* \* \* \*

The interest in their work shown by the boys is very lively, such as I have seldom seen surpassed in any kind of school work. Many boys come to the shop afternoons an hour before the appointed time, and get the teacher's permission to work three hours instead of two. Some, seeing the gas-fixtures provided for use on dark days, and fancying that instruction was going to be given in the evening, begged to be allowed to come and work then, as well as in the daytime. But there were others, of course, whose ardor cooled as the novelty wore off, and the truth began to dawn upon them that manual training was, after all, work and not play. Still, the number of these last was not large enough to disturb the generally favorable impression the classes produce.

The experiment has already gone far enough to prove that work of this kind can be joined to the ordinary grammar-school work with good effect. It enlisted the sym-



pathy, encouragement, and support of the masters from the beginning, and to this cause the success already achieved is largely due.

So long as there are nearly three thousand boys in the grammar schools, fourteen, fifteen, or more years old, it will be desirable to give them good opportunities to discover and improve their mechanical aptitudes, and thus to gain a mental discipline which otherwise they would miss. But where is the time for a new branch of instruction? The answer has been given that manual training, being a kind of physical exercise, is a relief from other school work, and therefore a boy will do all his regular studies and the shop work too, in the time usually given to the former. This answer can be defended to some extent by an appeal to experience; still, it is taking rather high ground to say that manual training can be added to the branches of instruction now pursued without diminishing the latter. I would rather take a more moderate position, and pay due regard to the average possibilities.

It would be wiser to make room for a new branch of instruction by dropping some of the old. For example, if the question were between physics, as commonly taught out of a book, on the one hand, and instruction in carpentry on the other, I should unhesitatingly prefer the latter. Indeed, by means of the latter we might be able to get some real instruction in the former. The time given to carpentry would not be wholly a loss to the other studies, for some of them, as drawing and the geometrical part of arithmetic, would be aided.

The manual training practicable in school-rooms seems to be limited to those kinds of work which can be done at a bench with hand tools. Within this limit the way now seems clear to spread instruction among the schools, as far as may be thought desirable.

Mr. L. L. Camp, principal of the Dwight Grammar School, New Haven, says of the experiment in that city:

Forty-eight boys have enjoyed the privilege of manual training each week, and, as the classes can be changed every two months if the principal thinks best, we have actually had during the past year seventy-three different boys from the Dwight School, twenty-five from the Webster, and twenty from the Washington School, making one hundred and eighteen in all who have had the opportunity of working two months or more during the year, and with hardly an exception they have all seemed to appreciate the privileges and improve their time so as to become quite handy in the use of tools. While teaching the correct use of tools has been our chief object and aim, yet, in addition to the numerous small articles and blocks upon which practice has been given, the pupils have made 14 molding tray tables, 12 sewing tables, 74 stools, 4 small cabinet boxes, 3 black-walnut book shelves, 2 tool chests, 2 easels, 1 book-case, 1 lap cutting-board, 1 knife tray, 1 inlaid checker board, 4 drawing boards, besides a great number of small articles. There are also now in the process of manufacture numerous tables, stools, boxes, book-cases, etc., so that there is a real money value to the work the pupils have done, though that is not the object aimed at in the formation of the industrial classes.

While the boys have been thus engaged in the shop, learning the use of tools, the girls have not been neglected. A class of forty or fifty meet every week in the recitation rooms, under the charge of one of the lady teachers, and learn all kinds of sewing, knitting, crocheting, embroidery, and other work suitable for girls. We also have classes formed in wood-carving, repoussé work, and modeling.

We are now extending this industrial work or manual training through all our grades, selecting the kind of work best suited to the age and capacity of each pupil, from the kindergarten to No. 12.

Hon. George A. Littlefield, superintendent of schools, Newport, R. I., in his report for 1884-'85 earnestly recommends that the city council be requested to make provision in the next annual budget for instruction in sewing for the girls of the grammar schools, and in carpentry for the boys above the third grammar grade.

The Industrial Art School of Philadelphia was opened September 22, 1885, in connection with the public schools. Admission is limited to boys and girls who are pupils of the grammar schools. The course of instruction includes drawing and designs, modeling and wood carving, carpenter and joiner work, and metal work.

An act providing for the establishment of schools for industrial training was approved by the legislature of New Jersey March 24, 1881, and at a meeting held June 26, 1884, the secretary reported that a technical school was about to be established under the provision of the act in the city of Newark.

In the report of the Newark board of education for 1884, the following statement is made:

As was stated in last year's report, the James Street Industrial School is well pro-



vided for in the matter of school-room accommodations. The building is fully completed, with the exception, perhaps, of some additional blackboards and closet accommodations. The school is well attended, well supplied with teachers, and reasonably prosperous.

Hon. Randall Spaulding, superintendent of schools, Montclair, N. J., writes concerning an industrial department in that city:

This department has been in operation nearly four years, and with eminently satisfactory results. All pupils of both sexes in the second and third grammar grades are engaged in industrial work. Each pupil during the two years is employed in this work two, and in some cases three, hours per week.

The boys are trained during the first year in the use of carpenters' tools, and during the second in wood carving. The pupils generally originate their own designs for wood carving, though this has not been the case until recently.

While the boys are in the workshops the girls are engaged in needle-work under the supervision of the regular class teacher. During the first year they are taught to embroider patterns upon linen, momie cloth, etc. In this work the pupils learn the various stitches used in ornamental needle-work and drawn work. During the second year the various stitches used in plain sewing are taught; also a little cutting and fitting. The girls have invented of late their own designs for their ornamental work. A special instructor is provided in carpentry and wood carving. The shop is in a large and well-lighted attic of one of the school buildings. It is provided with two dozen sets of carpenter tools and as many sets of wood-carving tools. The chief aim in this industrial work is disciplinary. No effort is made to produce salable articles, but rather to provide such work as will best train the hand and eye.

Drawing is taught in the primary and grammar departments, with special reference in the higher grades to decorative design.

Hon. R. H. Miller, superintendent of Scott Manual Training School of Toledo University, Toledo, Ohio, writes respecting manual training in connection with the public schools of that city:

We have a four-story brick building 120x40 ft., containing eight well lighted rooms 40x55 ft., besides large halls, store rooms, wash rooms, etc. Every floor of the manual training building is connected direct with the high school, so that no time is lost running up and down stairs.

We have two fully equipped wood-working shops. The first contains bench room for a class of twenty-four students, one grindstone, and seventy-two complete sets of carpenter tools for the accommodation of three classes per day. The second shop, in addition to all contained in the first, has twenty-four wood-turning lathes, one dimension saw, one jig saw; also seventy-two sets each of wood-turning tools and wood-carving tools. We are also fitting up a blacksmith shop and foundry, to be ready for work by September next. They will each accommodate three classes of twenty-four students each per day. One year from September next we shall open a fully equipped machine shop. Power is furnished by a sixty horse-power ball engine; steam for heat and power is provided by a seventy horse-power steel boiler.

We also have two drawing rooms, one for free-hand and the other for mechanical drawing. The course of manual training instruction covers four years. Students have three recitations per day in the high school, and two hours of laboratory practice and one hour of drawing per day. The grammar students take manual training four times a week, and the high school students five.

The object of the school is general education; the manual training work will be made as much as possible a practical application of the principles taught in the high school course. A department of domestic economy will be opened next year in two fine rooms reserved for the purpose, in which girls will receive instruction in drawing, cutting, and fitting of garments, plain sewing, cooking, purchasing of household supplies, care of the sick, household decoration, etc.

Hon. R. L. Barton, superintendent of schools, Peru, Ill., writes:

For three years the board of education of Peru, Ill., has supported a workshop in connection with the public schools, and has run it as a part of its system of schools.

The boys of the high school and grammar grades are permitted to take the course of manual training in the workshop.

The workshop is nearly self-supporting. The superintendent of schools orders all the material needed at the shops, and the board pays the bill. The materials used are lumber of all kinds, nails, sand paper, paints, oils, varnishes, brushes, putty, glass, etc. These the boys use in their work, taking what they need, and paying for what they use, which money is turned over to the district.

A basement of one of the school buildings is used as a workshop. In it are ten work benches furnished with twenty sets of carpenters' tools, a lock-box being in

each end of each bench, in which is placed a set of tools, seventeen in number. Two boys are assigned to each bench, each boy having a box of tools for which he is held responsible. The loss of tools is nothing, and the breakage very slight.

Besides carpentry tools the shop is also furnished with a full set of carving tools. Then there are grindstones, oilstones, vises, clamps, turning-lathes, scroll-saws, augers, and such other appliances as render the shop sufficiently equipped for the kind of work to be done in it.

When well advanced in the work, the boys are taught to grind and sharpen their tools, but this is led up to slowly and cautiously.

Two classes a day do work in the shop. The time allowed for each class is forty minutes, so that just one quarter of the school day is taken up in this way. The boys, when the time of shop work arrives, leave their respective rooms, repair quickly to their places in the shop, don aprons, and take up their work where they left it the day before. A lively scene of enthusiastic industry now ensues. They are no longer school-boys, trammelled by the quiet conventionalities of the school-room; they are workmen, each being engaged in some undertaking in which his interest increases with his success and progress. The interest and enthusiasm of the boys is evinced by the fact that fully half of the Saturdays during the current year they have spent in the workshops upon their work—in fact, they are always ready for Saturday's work when their instructor signifies a willingness to be with them.

Sewing class: Sewing is taught in the high school. One class of girls is taking its work with good results. Plain sewing, patching, darning, etc., only are attempted.

Hon. O. V. Towsley, superintendent of schools, Minneapolis, Minn., in his report for 1884-'85, states that the subject of industrial education is now before the board of education.

Hon. H. M. James, superintendent of public schools, Omaha, Neb., writes:

The idea of a high school workshop was first born in July, and the arrangements were made so that the shop was ready for use in October. Up to this time we have only made a beginning, but have sufficiently advanced the work to settle a few points.

1. The manual work in no way interferes with the regular academic work of the school. Those who go into the shop (this work is optional) are doing just as much in the regular lessons as those who do not. It has been remarked by some of the teachers that those who take the manual training are more manly and earnest in consequence. The time given to this line of work comes out of the recreation and waste time, of which boys have so much.

2. The work is popular with the community, and increasingly attractive to the boys who are engaged in it. None of those who undertook it at first now ask to be excused from it, and they seem anxious to take this lesson under any circumstances. One class goes into the shop at the close of school, and yet they accept the situation as in no sense a hardship. At the first we organized four classes of twenty boys each, and the number has kept up as well as any class in the school. Quite frequently now inquiries are made by parents if their boys can undertake the work next year.

3. We are convinced that while manual training is expensive, it is not more expensive than we had anticipated, and hardly as much so. In this, however, the judgment is based on the work of the first year, which is in the use of the saw, plane, and chisel. Probably as we advance and take more difficult work, the expenses will be increased.

You will understand that with so brief an experience we ought not to presume too much on the final result. At this point we can simply say that the experiment is promising well. We obtained a teacher from the Saint Louis school, one of Professor Woodward's graduates.

The president of the school board of Atlanta, in his report for the year ending January 1, 1886, says:

I cordially approve of schools of technology, wherever the city, State, or locality is in condition to maintain them, and I submit the question to the consideration of the honorable mayor and council, whether Atlanta is at present in condition to sustain a school of technology in connection with her public schools.

Hon. J. F. Ellis, superintendent of schools, Eau Claire, Wis., writes, March 5, 1886:<sup>1</sup>

We have in our schools a manual training department. Expenses last year in fitting up rooms, wages of teacher, and everything required for the year's work, were, in round numbers, \$600.

<sup>1</sup>The letters quoted were all received in March, 1886, while this Report was going to the press. As they describe work conducted during the period covered by this Report, it seemed proper to insert them here. These experiments are treated *extenso* in Part II of the Special Report on Industrial and High Art Education in the United States, soon to be issued.



We found the boys did their work in the other rooms as well as before, also that they dropped base ball and other athletic games in a measure.

We use a basement room in one of the houses.

The only trouble that I can see is that the course is not long enough, so that when this class has finished none will be ready to take its place.

If a course can be suggested that will avoid too much repetition, or that will not be monotonous, and that can be put in without additional buildings, sufficiently extended to occupy a class of 40 or 50 until another class is old enough to succeed it, in schools of the size of ours, then manual training will be a success.

The foregoing experiments differ substantially from manual training schools of the grade of high schools, forming indeed, as expressed by Doctor Philbrick, "a variety of the non-classical high school."

Schools of this class are increasing among us. Since the organization of the Manual Training School of Washington University, St. Louis, Mo., in 1880, the following have been established :

The Baltimore Manual Training School, organized in 1883, supported by public funds.

The Chicago Manual Training School, founded in 1884 by an association of gentlemen connected with the Commercial Club of Chicago.

The Philadelphia Manual Training School, opened September, 1885, as a part of the public school system.

The Cleveland Manual Training School, incorporated June 2, 1885. This school is supported by a stock company. Applicants for admission must be at least fourteen years of age, and be of high school grade or have acquirements equivalent to those required for admission to the city high school.

These schools are classified with the institutions reported in Table X, Part 2, Division B. Their advantages must necessarily be limited to a much smaller proportion of the population than those of industrial schools co-ordinated to the grammar grades. The latter schools take pupils at an age when it is possible and desirable that a taste for mechanical work should be excited; the former are for the benefit of those in whom the aptitude has decided development.

#### EXERCISES OF UNIVERSAL APPLICATION.

These two classes of schools, however, do not meet the demand which has become quite general for some method of training which shall develop a certain degree of manual skill and a taste for manual work among all children. So far the only exercise of this kind that it has been found practicable to bring within the reach of entire school populations are drawing, clay modeling, and sewing. Sewing, which was introduced into the grammar grades of Boston in 1876, can no longer be regarded as an experiment in that city. Every year affords new evidence of the great value of the instruction, and shows a slight increase in the number of cities following the example of Boston. Of the 276 cities enumerated in Table II, 73 report special teachers of drawing; it is also included in the course of instruction in many other cities which make no special provision for the instruction. In a number of cities the instruction in this branch is of a high order, and its beneficial effects are felt in many branches of industry; but as a rule provision for this important art is altogether too meager and the course of instruction exceedingly defective, while modeling and design are largely neglected. The result of all experience bearing upon the subject and the testimony of all competent judges justify the assertion that drawing and modeling ought to be included in all elementary training, and the need of adequate provision for this work cannot be too persistently nor too urgently forced upon the attention of legislators and school authorities.

#### EXHIBITIONS OF INDUSTRIAL WORK BY SCHOOL CHILDREN.

In several cities the influence of the public schools has been thrown on the side of industrial work executed by the pupils outside of school hours, and independently of school instruction.



This has been done by arranging for exhibitions of such work and by the distribution of prizes for the same. Moline, Ill., has gained distinction by such exhibits, with reference to which the superintendent of schools, Hon. W. I. Mack, in his report for 1885, says:

The industrial exhibit for 1885, measured by the number, but more especially by the quality of the articles exhibited, was superior to that of 1884. Nearly double the number of drawings was exhibited, and three times the number of wood carvings, besides nearly a hundred more miscellaneous articles.

While the plan followed here during the last two years has been productive of most excellent results, it must be remembered that participation by the pupils is optional, and that a continuation of the present interest can hardly be expected without the introduction from year to year of some new feature. We have no doubt this can be done without detriment to the main object. However, the educational weather vane seems to be pointing toward hand training as an indispensable element of a consistent and harmonious elementary training. To our mind nothing in public school education is more inevitable. Communities like our own, where almost the sole occupation of the people is the transformation of raw material into useful products, should be the first to perceive this tendency, and to demand that their educational instruction conform to it.

The Industrial Education Association of New York city was organized in 1884. Its object is to promote the cause of manual and industrial training, by disseminating information relating to it; by securing its introduction into schools of all grades; by training teachers and organizing classes in special branches. The work of the association is entrusted to committees which have been formed to meet the needs of the specific work assigned to each. What has been accomplished thus far may be briefly indicated.

Through the office much valuable information has been obtained, and a large correspondence maintained. Toronto, Canada, owes the impulse of a successful movement in favor of industrial education to a normal class held under the auspices of the association. Similar classes have been held in other cities, and classes in domestic economy have been introduced into several well known young ladies' schools outside of New York city, while the Industrial Education Association of New Jersey is a promising offshoot from the parent society.

The introduction of "kitchen garden," or "little housekeepers'" classes into mission schools, orphan asylums, and tenement houses; the development of a system of sewing, under which teachers have been carefully trained and sent out to mission schools and to public and private schools; the formation of classes in domestic economy in the leading private schools of New York city; and the introduction of the same practical teaching into working girls' clubs, and girls' friendly societies, are some of the means employed. Still another is the opening of a training school, where classes in industrial drawing and clay modeling, in sewing, "kitchen garden," cooking, and domestic economy, are crowded almost beyond their capacity by children who come from the public schools on Saturdays and after school hours. A daily kindergarten, morning classes for ladies in some of the above practical branches, and evening classes for girls employed during the day, are likewise held. A training school for servants is also established in connection with this house, where girls are thoroughly trained in all departments of domestic service.

While practical work is thus vigorously prosecuted, the association emphasizes most strenuously the importance of its work as a bureau of information, and in creating a public sentiment in favor of handicraft or manual training. Active co-operation from principals and teachers in both public and private schools, the sympathy of the press, and the support of public spirited citizens indicate the success of their efforts.

The possibilities of the work before the association are limited only by the funds and resources at command of the workers.

As a means of increasing interest in the subject, it is proposed to hold during the ensuing spring an exhibition of children's handiwork in a public hall of New York city. Exhibits from other cities will be included.

## INDUSTRIAL TRAINING IN NORMAL SCHOOLS.

It is evident that if industrial training is to become a feature of the common schools, it must be included in the normal school curriculum; hence all experiments in this direction are followed with peculiar interest. Hon. James MacAlister, superintendent of schools, Philadelphia, says with reference to an experiment of this kind:

It took a good deal of earnest effort to get sewing introduced into the Girls' Normal School, and it was feared by many that it might interfere with what was regarded as the more important work of the pupils. We have learned, however, that no step ever taken in connection with the school has yielded more satisfactory results. The scholarship has not suffered; the sewing exercise affords an agreeable relief to the other duties of the girls, and a graduate now leaves the school skilled in the use of the needle to an extent that must add to the sum of her happiness, in whatever position of life she may afterwards be placed.

Professor Hagar, of the normal school, Salem, Mass., has tried the experiment of training the girls of his school in the use of common wood-cutting tools with very satisfactory results.

The following prospectus has been issued by Prof. C. M. Woodward, principal of the St. Louis Manual Training School:

## PROPOSED TEACHERS' MANUAL INSTITUTE IN SAINT LOUIS.

It is hoped that the following proposition will meet the eye of every teacher in the United States and Canada, and all editors and managers of journals, newspapers, and periodicals are respectfully invited to give it a place in their columns. Our motive is not mercenary; we wish to give practical encouragement to the movement to put manual training into American education. Teachers protest:

"How can we give what we do not possess? How can we teach what we have never learned?" We are well prepared and willing to help them on.

*To teachers, students, and others interested in manual training:*

It is proposed to open the shops and drawing rooms of the St. Louis Manual Training School during the summer of 1886, from the middle of June till the end of July or the middle of August, and to organize classes of adults in manual work, for the special purpose of enabling teachers to fit themselves for giving manual instruction.

We contemplate classes as follows:

1. In projection, isometric, machine, and detail drawing; line and brush shading, lettering, tracing, etc.
2. In bench and lathe work in wood, including wood carving.
3. In modeling in clay and plaster; in molding in sand and casting in plaster.
4. In iron and steel forging.
5. In iron and steel turning, planing, drilling, and fitting.

The full details of the programme cannot be published till the number and wishes of applicants are known. It may be assumed that the school will be in session six hours per day and six days per week; that a member may devote his time to one, two, or three subjects; that some consideration may be necessary to secure equal privileges to all members; that sufficient uniformity will be insisted on to illustrate the class-method of tool instruction; that men and women will be received on equal footing; that tuition fees will be at the uniform rate of 12½ cents per hour; that all tools and materials in the shops will be furnished; that members will furnish their own drawing instruments and paper; that all drawings and specimens of shop work will become the property of the makers; and that no allowance will be made for occasional absences.

An intelligent and earnest teacher, who devotes four hours a day for six days per week, and for six weeks, will make as much progress as an average 15-year-old boy makes in the shop allowances of an entire year. The same may be said of drawing two hours a day.

The capacity of the school for manual work is as follows:

Forty-eight drawing stands.

Forty-eight wood-working benches and sets of hand tools.

Forty-eight wood lathes and sets of turning tools.

Twenty-four molding and modeling benches.

Twenty-two anvils and forges.

Twenty places in the machine and fitting shop.

And I have an adequate number of very competent teachers.



Now I wish every person who desires to secure a place in the institute during the coming summer, to write me at once, giving his full name, age, occupation, residence, the probable lines of manual work, and the number of hours to be devoted to each. I suggest drawing an hour or two, and one kind of shop work for the rest of the day. If responses are promptly made, I can issue a definite programme in March, and secure places to as many as we can receive. I shall give the preference to teachers and those more than eighteen years of age.

Good plain board and lodging can be found in the neighborhood for five dollars (\$5.00) per week.

To school boards and managers I suggest the great propriety and *economy* of continuing the salaries of such teachers as may attend this Institute, and of paying the same upon my certificate of attendance here. In no other way can they get so cheaply correct ideas of the methods of manual training.

Should the number of applications be small, the school will not be organized this year.

C. M. WOODWARD,  
*Washington University, St. Louis, Mo.*

*January 20, 1886.*

#### INDUSTRIAL TRAINING IN THE SOUTH.

The South offers an important and interesting field for the training under consideration, and while perhaps public opinion has been less active on the subject in that section than at the North, the training has been introduced into a large number of schools.

The action taken by the trustees of the Slater Fund is giving a special impetus to industrial training in schools for the freedmen. It is a feature of nearly all the schools established by the American Missionary Association and the Freedmen's Aid Society of the Methodist Episcopal Church, and of many other normal schools and universities of the South, as will be seen by reference to the tables and abstracts of the Appendix. A very great want of the South is a system of industrial training for the mass of the colored youth who will never reach the higher grade schools.

Hon. Ulric Bettison, superintendent of schools, New Orleans, in his report for 1885 calls attention to the efforts of Tulane University for the practical training of the youth of that city. He says:

The most effective of its efforts to reach the masses has been perhaps the free instruction furnished in drawing. Evening classes for the benefit of mechanics and others who are occupied during the day have been formed and eagerly attended. On Saturday free instruction is given to all teachers who wish to undertake the course. These classes are fully attended, and the instruction given has made possible the introduction of drawing into our schools.

#### PUBLIC OPINION.

The disposition manifest for several years among leaders of public opinion to attribute the distaste for manual labor on the part of our young people to the influence of the public schools is passing away. Other and more probable causes of the evil are attracting attention, and other agencies are suggested for its correction. Said Prof. Charles O. Thompson: "It is safe to rest upon the certain endowment of private institutions for the teaching of handicraft. Nearly \$10,000,000 have been given to found institutions of technology, and mainly by private givers, since 1868, and the good work still goes on." Every year chronicles some new and important movement in this department, due to private benefactions or the enterprise of some corporate body.

#### SPECIAL SCHOOLS.

One of the most recent instances is the inauguration by the Baltimore and Ohio Railroad Company of the Baltimore and Ohio Technological School, for the promotion of a higher course of instruction for the apprentices of the service than is now attainable. The headquarters of the school are at St. Clare, Baltimore.



The following information is derived from a report of the operation of the New York Trade Schools:

These schools were opened four years ago for the purpose of giving young men instruction in certain trades, and to give young men already in the trades an opportunity to improve themselves. The results of the past four seasons have proved the success of what at first was an experiment. Many young men are now earning high wages who were unable to obtain work before joining the schools.

Instruction was given the first season in two trades, the attendance being thirty-three. Instruction is now given in eight trades, and the attendance the past two seasons has averaged two hundred. The New York Trade Schools are not intended to be either a charitable or a money-making institution. They are not managed in the interest of, nor are they in opposition to, any trade organization. Skilled labor all over the United States commands the highest wages. The demand far exceeds the supply, and is constantly increasing. In the large cities this demand is supplied chiefly from abroad, owing to the difficulty young men in the large cities experience in finding an opportunity to learn a trade. A thorough knowledge of a trade yields its possessor, if he works but two hundred days in the year, an income equal to that received from \$20,000 invested in government bonds. Young men can now obtain this knowledge at the evening classes of the New York Trade Schools without interfering with the work by which they may be earning a living during the day.

The schools are conducted on the principle of teaching thoroughly how work should be done, and leaving the quickness which is required of a first-class mechanic to be acquired at real work after leaving the schools. The experience of the past four years has shown that from one-third to one-half a day's work can be done after one season's course of instruction, and that from one-third to one-half a day's wages can be obtained. Full wages have usually been obtained in from six months to two years after leaving the schools, according to the nature of the trade. Young men who were exceptionally quick at learning have obtained full wages at once, but it is the opinion of the management that steady work at moderate wages is the more profitable in the end.

Progress at a trade school is necessarily rapid. Skilled mechanics are employed as teachers. It is their duty to show each individual how work should be done, to see that he does it correctly, and to point out the difference between good and bad work. It is constantly sought to ascertain, not only what the pupil knows, but in what he is deficient. Such a system can rarely be pursued in a workshop where each employé is necessarily employed upon the work he can do best. \* \* \*

In both American and foreign schools where trades are taught to beginners, the trade instruction is usually combined with a general instruction extended over several years. Although the results of this system of combining trade instruction with a general education are excellent, it does not meet the wants of young men who must support themselves or contribute to the family support. The system, therefore, which seems adapted to American wants is to leave the general education to the public schools, and confine the work of a trade school to the manual and scientific instruction necessary to make a mechanic.

#### INSTRUCTION IN COOKERY.

In Boston an experiment has been made which it is to be hoped may lead to permanent provision for giving girls attending the public schools instruction in cookery. During the year the school committee intend to permit the girls of three schools to attend the School of Cookery conducted by the North Bennett Street Industrial School, and the girls of five other schools to attend the Boston School Kitchen, No. 1, which is conducted under the direction of the committee on the Manual Training School at Mrs. Hemenway's expense. She agreed to pay the expense of a teacher and of the materials until July, 1886, when she desires to present the "plant" to the school committee of Boston. The committee on the Manual Training School urge the school committee to assume the expense of this school in the following September.

The "First Mission School of Cookery and Housework" of Washington, D. C., was established in 1881, by Mrs. A. L. Woodbury, for the free instruction of young girls who are unable to pay. It is managed by a small committee of ladies. The number of pupils is limited from want of funds to thirty-six; they are divided into practice classes of six—each class receiving a lesson once a week in cookery and whatever else will enable them to make their own homes comfortable.

The zealous labors of Miss Juliet Corson in establishing schools of cookery and in

exciting public interest in the training have been duly noticed in former Reports. Since 1883 Miss Corson has been continuing her work with marked success, lecturing upon the subject and conducting classes in the principal cities of the East and of the Pacific coast. As a result of her efforts in Oakland, Cal., the committee on industrial education of the Oakland board of instruction resolved to make an experiment in the introduction of cookery into the public schools of that city. In Philadelphia the ladies of the Public Education Association arranged with the board of education for two experimental lessons in cookery to be given by Miss Corson in the normal school of that city. The experiment was tried with the view of ultimately introducing into the public school system a department of "household science."

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1875 to 1885, inclusive (1883 omitted), with the number of professors and number of students:

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	123	124	124	125	133	142	144	145	146	152
Number of instructors.....	615	580	564	577	600	633	624	712	750	793
Number of students .....	5,234	4,268	3,965	4,820	4,738	5,242	4,793	4,921	5,290	5,775

TABLE XI.—*Summary of statistics of schools of theology.*

States and Territories.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1885.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama.....	3	12	....	183	....	....	3	2,800	100	\$22,000	\$6,000	a\$3,868
California.....	2	12	3	8	0	3	4	20,000	7,200	99,000	125,000	5,900
Colorado.....	2	4	....	2	2	0	15	5,100	75	18,000	70,000	.....
Connecticut .....	2	25	10	143	11	138	14	45,000	2,580	.....	365,608	.....
Georgia.....	4	13	2	318	....	4	8	3,608	1,069	50,000	40,000	2,300
Illinois.....	18	89	13	761	18	180	71	51,525	826	865,000	1,390,093	103,991
Indiana.....	3	25	4	44	1	1	.....	7,217	225	45,000	46,000	4,000
Iowa.....	5	12	5	60	5	2	5	348	.....	21,090	41,204	6,392
Kentucky.....	5	13	1	203	1	43	73	24,000	400	117,000	404,170	25,093
Louisiana.....	3	12	....	74	....	....	.....	3,000	2,500	.....	.....	.....
Maine.....	2	9	4	52	....	11	8	18,500	550	105,000	199,600	13,141
Maryland.....	5	42	....	{ <sup>(58)</sup> 215	.....	25	43	41,200	400	80,000	.....	.....
Massachusetts...	7	60	17	252	13	165	54	86,786	1,426	814,873	1,582,798	119,693
Michigan.....	3	13	5	28	2	5	3	.....	.....	.....	40,000	2,500
Minnesota.....	4	19	2	67	1	.....	24	5,000	125	165,000	175,000	10,500
Mississippi.....	1	5	....	12	....	.....	.....	.....	.....	30,000	.....	.....
Missouri.....	5	23	2	380	....	.....	32	14,268	.....	135,000	40,000	.....
Nebraska.....	2	7	2	64	....	.....	.....	350	.....	4,000	7,000	650
New Jersey.....	5	36	19	297	6	208	53	103,201	4,283	984,500	1,659,400	92,041
New York.....	11	76	24	695	22	141	134	133,339	8,481	1,598,000	2,352,285	133,081
North Carolina ..	6	15	1	142	....	5	2	500	125	20,000	6,000	240
Ohio.....	13	63	9	{ <sup>(63)</sup> 250	1	127	64	31,700	770	215,000	375,000	25,300
Pennsylvania....	16	97	28	515	6	216	104	121,825	475	519,000	1,282,129	80,952
South Carolina ..	6	17	2	55	....	.....	1	25,500	100	50,000	.....	.....
Tennessee.....	6	24	7	161	3	9	22	19,968	2,641	178,540	82,000	4,150
Texas.....	2	18	....	19	....	.....	.....	600	12	50,000	.....	.....
Virginia.....	3	17	7	156	....	.....	27	28,300	307	65,000	309,000	15,000
Wisconsin.....	5	29	1	297	12	27	10	26,519	8,339	229,000	55,000	3,000
Dist. of Columbia.	2	6	1	74	....	2	16	.....	.....	.....	40,000	2,000
Indian Territory.	1	....	....	13	....	.....	.....	.....	.....	.....	.....	.....
Total .....	152	793	169	{ <sup>(121)</sup> 5,550	104	1,312	790	820,154	43,009	6,480,003	10,702,287	653,792

a Includes \$3,563 received from collections in churches.



*Statistical summary of schools of theology, according to denominations.*

Denomination.	Number of schools.	Number of professors.	Number of students.
Baptist .....	22	109	1,033
Roman Catholic .....	18	135	1,164
Evangelical Lutheran .....	18	69	743
Presbyterian .....	14	73	649
Methodist Episcopal .....	14	68	498
Congregational .....	12	77	443
Protestant Episcopal .....	12	69	237
Christian .....	5	23	155
Reformed .....	4	14	50
Universalist .....	3	21	55
Methodist Episcopal, South .....	3	10	182
United Presbyterian .....	2	18	59
Methodist Protestant .....	2	16	23
Non-sectarian .....	2	12	76
Free Baptist .....	2	8	45
New Church .....	2	8	11
German Methodist Episcopal .....	2	5	36
African Methodist Episcopal .....	2	2	5
Unitarian .....	1	8	15
Cumberland Presbyterian .....	1	6	39
Reformed (Dutch) .....	1	6	29
Wesleyan Methodist .....	1	5	16
United Brethren in Christ .....	1	4	25
Moravian .....	1	4	18
Associate Reformed .....	1	4	5
African Methodist Episcopal Zion .....	1	4	.....
German Evangelical .....	1	3	99
Reformed Presbyterian .....	1	3	22
Old School Presbyterian, South .....	1	3	30
Evangelical Association .....	1	3	10
Reformed German .....	1	3	2
Total .....	152	793	5,775

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1875 to 1885, inclusive (1883 omitted), with the number of instructors and number of students:

	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions.....	43	42	43	50	49	48	47	48	47	49
Number of instructors.....	224	218	175	196	224	229	229	249	269	285
Number of students.....	2,677	2,664	2,811	3,012	3,019	3,134	3,227	3,079	2,686	2,744

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama .....	1	4	18	7	12	50	.....	.....	.....	.....	\$900
Arkansas .....	1	5	10	2	1	0	0	.....	\$0	\$0	0
California .....	1	4	138	.....	23	.....	.....	.....	.....	.....	.....
Connecticut .....	1	18	68	40	.....	8,000	.....	.....	11,600	700	6,386
Georgia .....	3	8	.....	.....	11	.....	.....	.....	.....	.....	.....
Illinois .....	4	22	172	25	53	.....	.....	.....	.....	.....	8,100
Indiana .....	2	13	37	7	10	1,200	500	.....	.....	.....	5,000
Iowa .....	2	24	19	8	28	3,500	250	.....	.....	.....	1,000
Kansas .....	1	6	14	2	8	100	.....	.....	.....	.....	350
Louisiana .....	2	9	72	.....	13	.....	.....	.....	.....	.....	.....
Maryland .....	1	7	65	25	18	494	94	\$7,000	.....	.....	5,265
Massachusetts .....	2	25	324	178	48	20,000	.....	.....	173,860	11,934	22,110
Michigan .....	1	6	262	40	.....	9,400	.....	.....	.....	.....	.....
Mississippi .....	1	5	8	4	3	.....	.....	.....	.....	.....	400
Missouri .....	2	15	108	24	23	3,775	.....	.....	.....	.....	1,960
New York .....	4	30	499	219	181	6,159	53	30,000	.....	.....	42,749
North Carolina ..	1	2	27	6	2	300	53	.....	.....	.....	1,200
Ohio .....	2	11	119	34	64	2,912	292	.....	.....	.....	5,070
Oregon .....	2	10	7	2	.....	30	30	.....	.....	.....	375
Pennsylvania .....	1	5	109	.....	37	300	0	.....	.....	.....	8,451
South Carolina ..	2	3	15	3	4	3,002	.....	.....	0	0	508
Tennessee .....	3	11	65	2	31	540	10	.....	.....	.....	1,655
Texas .....	1	2	55	.....	21	3,546	2,346	.....	.....	.....	0
Virginia .....	2	5	119	.....	23	4,700	25	.....	.....	.....	.....
West Virginia ...	1	2	14	.....	6	.....	.....	.....	.....	.....	.....
Wisconsin .....	1	5	36	.....	24	.....	.....	.....	.....	.....	.....
Dist. of Columbia.	4	28	364	4	85	.....	.....	.....	10,000	800	6,160
Total .....	49	285	2,744	632	744	68,008	3,653	37,000	195,460	13,434	117,639

TABLE XIII.—SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1875 to 1885, inclusive (1883 omitted), with the number of instructors and students:

	1875.	1876.	1877.	1878	1879.	1880.	1881.	1882.	1884.	1885.
Number of institutions	106	102	106	106	114	120	126	134	145	152
Number of instructors	1,172	1,201	1,278	1,337	1,495	1,660	1,746	1,946	2,235	2,514
Number of students.	9,971	10,143	11,225	11,830	13,321	14,006	14,536	15,151	15,300	13,921

Five of the seven additional schools reported in Table XIII for this year are included in Group I, "medical and surgical," and in a new class, "post-graduate and polyclinic," which has not been mentioned in my previous Reports. This new division

in medical schools corresponds to the new departure in American medical education; these post-graduate schools supply an acknowledged want in our opportunities for medical instruction, whereby men, newly graduated, may continue further the study of their profession, or may supplement, during a few months of study, their own experience as practitioners, by reviewing the collated and systematic presentation of all new discoveries in remedies, appliances, and methods of cure.

The number of medical schools proper has diminished by two, one eclectic and one homœopathic school, both connected with the University of Nebraska, not appearing in this Report. Four new schools of pharmacy make up this loss of numbers in the table, and supply the rest of the increase noted for the year.

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama .....	1	14	90	.....	34	500	.....	\$150,000	.....	.....	\$4,000
Arkansas .....	1	15	41	.....	8	0	.....	15,000	\$0	.....	.....
California .....	3	47	132	14	32	200	.....	100,000	.....	.....	6,234
Colorado .....	2	24	41	3	8	.....	.....	7,000	0	\$0	1,138
Connecticut .....	1	17	27	11	6	.....	.....	.....	29,134	1,212	2,701
Georgia .....	3	38	255	.....	103	5,000	.....	110,000	.....	.....	15,464
Illinois .....	5	118	795	101	295	265	20	225,000	15,000	500	50,262
Indiana .....	4	72	119	.....	47	2,500	.....	1,800	.....	.....	800
Iowa .....	3	35	245	16	96	750	.....	30,000	.....	.....	4,020
Kentucky .....	4	52	581	.....	231	4,000	.....	165,000	.....	.....	19,500
Louisiana .....	1	16	223	.....	64	.....	.....	.....	.....	.....	.....
Maine .....	2	18	67	16	14	4,000	.....	25,000	2,500	150	4,987
Maryland .....	3	71	647	.....	233	1,600	.....	500	.....	.....	2,000
Massachusetts .....	2	77	294	130	65	2,100	.....	3,000	177,254	10,783	50,613
Michigan .....	3	64	456	32	120	2,736	12	30,000	.....	.....	3,192
Minnesota .....	2	34	64	.....	19	.....	500	60,000	.....	.....	2,000
Missouri .....	8	128	508	4	172	1,775	25	163,500	.....	.....	14,385
Nebraska .....	1	15	22	.....	8	150	.....	20,000	.....	.....	.....
New Hampshire .....	1	13	44	7	21	1,900	.....	20,000	1,000	70	3,200
New York .....	9	247	1,908	184	593	8,250	.....	972,450	42,185	3,800	113,388
North Carolina .....	2	9	26	.....	.....	500	.....	40,000	6,000	300	3,450
Ohio .....	9	153	715	20	254	3,500	.....	234,200	260,000	.....	35,854
Oregon .....	1	10	30	4	7	100	15	20,000	0	0	2,600
Pennsylvania .....	4	125	1,024	135	311	5,690	.....	367,500	135,597	7,842	59,507
South Carolina .....	1	13	67	.....	19	.....	.....	30,000	0	0	4,770
Tennessee .....	5	68	490	10	192	1,900	141	65,000	5,000	100	15,700
Vermont .....	1	19	200	26	78	.....	.....	30,000	0	0	9,009
Virginia .....	2	23	111	.....	33	.....	.....	150,000	.....	.....	.....
Dist. of Columbia	4	56	219	20	50	.....	.....	1,500	2,200	154	3,070
Total .....	88	1,591	9,441	733	3,113	47,416	713	3,036,450	675,870	24,911	440,835



## CCXXII REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XIII—Summary of statistics of schools of medicine, &amp;c.—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
2. Eclectic.											
California.....	1	10	25	0	5	.....	.....	\$25,000	\$0	.....	\$2,000
Georgia.....	1	6	70	.....	13	.....	.....	20,000	4,000	.....	4,000
Illinois.....	1	20	143	.....	37	500	.....	75,000	.....	.....	7,000
Indiana.....	1	14	25	8	8	50	.....	.....	.....	.....	.....
Iowa.....	1	15	21	.....	10	.....	.....	.....	.....	.....	.....
Missouri.....	1	12	24	.....	14	.....	.....	2,000	.....	.....	6,500
New York.....	1	9	53	.....	11	600	.....	58,000	0	.....	.....
Ohio.....	1	9	109	.....	69	.....	.....	80,000	0	.....	.....
Total.....	8	95	530	8	167	1,150	.....	260,000	4,000	.....	19,500
3. Homœopathic.											
California.....	1	17	27	.....	6	300	.....	.....	20,000	.....	2,378
Illinois.....	2	36	388	67	127	1,500	.....	130,000	.....	.....	20,000
Iowa.....	1	6	33	.....	10	150	.....	.....	.....	.....	.....
Massachusetts.....	1	28	94	9	26	2,000	25	100,000	40,000	\$2,000	9,865
Michigan.....	1	8	34	4	6	2,636	.....	.....	.....	.....	.....
Missouri.....	1	13	38	4	9	.....	.....	.....	.....	.....	.....
New York.....	2	56	178	20	53	30	.....	750	.....	.....	18,271
Ohio.....	2	32	144	16	57	1,500	.....	35,000	.....	.....	.....
Pennsylvania.....	1	23	152	.....	48	3,000	1,000	200,000	.....	.....	12,000
Total.....	12	219	1,083	120	342	11,116	1,025	465,750	60,000	2,000	62,514
4. Post-graduate and polyclinic.											
New York.....	2	155	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio.....	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania.....	2	55	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	5	216	.....	.....	.....	.....	.....	.....	.....	.....	.....
II. DENTAL.											
California.....	1	29	30	1	13	20	0	.....	0	0	5,225
Indiana.....	1	6	.....	.....	13	.....	.....	1,000	.....	.....	3,542
Iowa.....	1	4	37	.....	16	.....	.....	.....	.....	.....	.....
Maryland.....	2	43	162	36	64	.....	.....	25,000	.....	.....	16,500
Massachusetts...	2	37	95	5	35	200	80	.....	.....	.....	13,684
Michigan.....	1	10	83	15	28	300	25	15,000	0	0	3,485
Minnesota.....	1	18	5	.....	3	.....	.....	.....	.....	.....	330
Missouri.....	2	27	30	1	6	.....	.....	12,000	.....	.....	3,883
New York.....	1	25	169	5	46	0	0	3,500	0	0	16,118
Ohio.....	1	10	60	.....	23	.....	.....	15,000	.....	.....	6,000
Pennsylvania.....	3	71	390	8	176	4,300	.....	4,000	.....	.....	45,095
Tennessee.....	2	27	55	.....	35	.....	.....	1,500	.....	.....	.....
Total.....	18	307	1,116	71	458	4,820	105	77,000	.....	.....	113,862

TABLE XIII.—Summary of statistics of schools of medicine, &amp;c.—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
III. PHARMACEUTICAL.											
California .....	1	4	50	.....	14	200	20	\$9,000	.....	.....	\$2,000
Colorado .....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois .....	1	5	190	.....	.....	3,000	.....	9,000	.....	.....	.....
Indiana .....	1	5	7	0	0	.....	.....	200	.....	.....	.....
Iowa .....	1	4	12	.....	.....	.....	.....	.....	.....	.....	\$530
Kentucky .....	2	8	65	4	12	247	.....	7,750	.....	.....	2,700
Louisiana .....	1	.....	.....	.....	7	.....	.....	.....	.....	.....	.....
Maryland .....	1	3	99	.....	33	.....	.....	5,000	.....	.....	.....
Massachusetts...	1	5	158	.....	12	3,500	50	6,000	\$5,000	\$325	5,500
Michigan .....	1	12	61	2	26	.....	.....	.....	.....	.....	5,417
Missouri .....	1	5	115	.....	34	50	10	1,000	.....	.....	5,000
New York .....	2	11	295	.....	81	3,500	75	80,000	18,000	1,500	23,484
North Carolina ..	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania .....	2	7	580	.....	153	4,680	250	110,000	.....	.....	2,450
Tennessee .....	2	6	26	.....	6	.....	.....	.....	.....	.....	.....
Wisconsin .....	1	4	40	11	8	.....	.....	500	0	.....	175
Dist. of Columbia.	1	4	48	.....	10	.....	.....	2,500	.....	.....	.....
Total .....	21	86	1,746	17	396	15,177	405	230,950	23,000	1,825	47,256
TOTALS.											
Medical and surgical:											
Regular .....	88	1,591	9,441	733	3,113	47,416	713	3,036,450	675,870	24,911	440,835
Eclectic .....	8	95	530	8	167	1,150	.....	260,000	4,000	.....	19,500
Homœopathic .....	12	219	1,088	120	342	11,116	1,025	465,750	60,000	2,000	62,514
Post-graduate .....	5	216	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dental .....	18	307	1,116	71	453	4,820	105	77,000	.....	.....	113,362
Pharmaceutical ..	21	86	1,746	17	396	15,177	405	230,950	23,000	1,825	47,256
Grand total.	152	2,514	13,921	949	4,476	79,679	2,248	4,070,150	762,870	28,736	683,467

TABLE XV.—DEGREES.

The following summary shows for 1885 the number and kind of degrees, in course and honorary, that were conferred in the United States. The number of degrees noted as conferred in theology does not really represent the number of graduates in that faculty, because many of the best schools mention in their graduation certificates no particular degree as conferred on the graduate. All such cases, whenever they can be ascertained, should be classed as bachelors of divinity. As most of these graduates were also preliminarily educated in a classical collegiate course, ending with the bachelorship of arts, and as they usually receive, three years later, the mastership of arts as a matter of course, they have no need of a professional degree.

Of the grand total "in course" the learned professions obtained 47 per cent., of which theology received 3 per cent., medicine 36 per cent., and law 8 per cent. Of the honorary degrees in the grand total, the learned professions obtained 58 per cent., of which theology received 37 per cent., medicine 1 per cent., and law 20 per cent. By comparing this table with that of 1880, it will be perceived that the different departments have gained, in degrees conferred, from 21 per cent. to 77 per cent., with the exception of the law, which has lost 6 per cent.

TABLE XV.—*Statistical summary of all degrees conferred.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
GRAND TOTAL.....	a12,637	b549	4,569	185	1,640	16	453	25	56	4	334	204	4,591	7	976	107
Total in classical and sci- entific colleges.	c8,276	533	3,620	185	1,572	16	452	25	56	4	167	190	1,570	6	861	107
Total in colleges for wom- en.	d1,048	1	939	....	68	..	1	..	27	..	..	..	..	..	..	..
Total in professional schools.	e3,313	15	10	....	..	..	..	..	..	e167	14	3,021	1	115	....	..
ALABAMA.....	146	16	87	7	12	2	..	..	..	1	5	34	..	12	2	..
Classical and scientific col- leges.	57	16	33	7	12	2	..	..	..	..	5	..	..	12	2	..
Colleges for women.....	54	....	54	....	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	35	....	..	..	..	..	..	..	..	1	..	34	..	..	..	..
ARKANSAS.....	23	11	14	4	..	..	..	..	..	..	4	8	1	1	2	..
Classical and scientific col- leges.	23	11	14	4	..	..	..	..	..	..	4	8	1	1	2	..
CALIFORNIA.....	218	3	42	1	65	..	8	1	2	..	4	1	69	..	28	....
Classical and scientific col- leges.	182	3	42	1	62	..	8	1	2	..	..	1	40	..	28	....
Colleges for women.....	3	....	..	..	3	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	33	....	..	..	..	..	..	..	..	4	..	29	..	..	..	..
COLORADO .....	18	1	5	....	6	..	..	..	..	..	..	7	1	..	..	..
Classical and scientific col- leges.	18	1	5	....	6	..	..	..	..	..	..	7	1	..	..	..
CONNECTICUT.....	371	21	208	10	10	..	78	..	..	35	8	6	..	34	3	..
Classical and scientific col- leges.	371	21	208	10	10	..	78	..	..	35	8	6	..	34	3	..
DELAWARE .....	6	2	1	....	5	..	..	..	..	2	..	..	..	..	..	..
Classical and scientific col- leges.	6	2	1	....	5	..	..	..	..	2	..	..	..	..	..	..
FLORIDA.....	1	....	1	....	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific col- leges.	1	....	1	....	..	..	..	..	..	..	..	..	..	..	..	..

a Includes 18 degrees not specified.

b Includes 1 degree not specified.

c Includes 5 degrees not specified.

d Includes 13 degrees not specified.

e Eighty-nine of these were ordained as priests during the year; there were also 516 graduates upon whom, in most cases, diplomas were conferred.



TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.		
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
GEORGIA.....	a382	16	209	10	18	..	7	2	6	..	4	117	..	12	..	
Classical and scientific colleges.	127	16	64	10	9	..	7	2	..	..	4	35	..	12	..	
Colleges for women.....	a173	..	145	..	9	..	..	..	6	..	..	..	..	..	..	
Professional schools.....	82	..	..	..	..	..	..	..	..	..	82	..	..	..	..	
ILLINOIS.....	1,046	31	228	8	137	..	45	..	3	..	58	21	522	1	53	1
Classical and scientific colleges.	477	25	192	8	137	..	45	..	3	..	43	15	46	1	11	1
Colleges for women.....	36	..	36	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	593	6	..	..	..	..	..	..	..	15	6	476	..	42	..	..
INDIANA.....	330	17	142	4	76	..	29	1	2	..	6	71	1	10	5	..
Classical and scientific colleges.	254	16	136	4	76	..	29	1	2	..	6	1	..	10	5	..
Colleges for women.....	6	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	70	1	..	..	..	..	..	..	..	..	70	1	..	..	..	..
IOWA.....	392	18	114	8	82	..	43	1	1	2	6	119	..	31	2	..
Classical and scientific colleges.	337	18	102	8	78	..	43	1	1	2	6	79	..	31	2	..
Colleges for women.....	15	..	11	..	4	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	40	..	..	..	..	..	..	..	..	..	40	..	..	..	..	..
KANSAS.....	72	8	27	3	37	..	..	..	..	..	4	..	..	8	1	..
Classical and scientific colleges.	72	8	27	3	37	..	..	..	..	..	4	..	..	8	1	..
KENTUCKY.....	428	15	194	5	49	..	2	..	..	..	7	243	..	..	3	..
Classical and scientific colleges.	123	15	49	5	46	..	2	..	..	..	7	26	..	..	3	..
Colleges for women.....	88	..	85	..	3	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	217	..	..	..	..	..	..	..	..	..	217	..	..	..	..	..
LOUISIANA.....	118	7	31	5	9	..	..	..	..	..	2	71	..	7	..	..
Classical and scientific colleges.	98	7	11	5	9	..	..	..	..	..	2	71	..	7	..	..
Colleges for women.....	20	..	20	..	..	..	..	..	..	..	..	..	..	..	..	..
MAINE.....	167	10	115	3	22	..	1	..	..	4	4	25	..	..	3	..
Classical and scientific colleges.	150	10	109	3	22	..	1	..	..	4	4	14	..	..	3	..
Colleges for women.....	6	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	11	..	..	..	..	..	..	..	..	..	11	..	..	..	..	..

a Includes 13 degrees not specified.

## CCXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MARYLAND .....	513	8	94	3	8	..	13	..	..	..	42	5	338	..	18	..
Classical and scientific colleges.....	102	7	81	3	8	..	13	..	..	..	4	..	..	..	..	..
Colleges for women.....	6	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	4405	1	7	..	..	..	..	..	..	..	442	1	338	..	18	..
MASSACHUSETTS .....	922	21	559	4	109	1	12	1	7	..	28	6	140	..	67	9
Classical and scientific colleges.	748	21	463	4	88	1	12	1	..	..	22	6	96	..	67	9
Colleges for women.....	124	..	96	..	21	..	..	7	..	..	..	..	..	..	..	..
Professional schools.....	50	..	..	..	..	..	..	..	..	..	6	..	44	..	..	..
MICHIGAN .....	546	18	105	2	61	4	51	2	10	1	3	5	180	1	136	3
Classical and scientific colleges.	506	18	105	2	61	4	51	2	10	1	3	5	140	1	136	3
Professional schools .....	40	..	..	..	..	..	..	..	..	..	..	..	40	..	..	..
MINNESOTA .....	100	4	33	..	37	..	5	..	..	..	8	..	17	..	..	4
Classical and scientific colleges.	70	4	29	..	34	..	5	..	..	..	2	..	..	..	..	4
Colleges for women.....	7	..	4	..	3	..	..	..	..	..	..	..	..	..	..	..
Professional schools.....	23	..	..	..	..	..	..	..	..	..	6	..	17	..	..	..
MISSISSIPPI .....	89	6	54	3	22	..	9	1	..	..	2	..	..	..	3	1
Classical and scientific colleges.	36	6	4	3	20	..	9	..	..	..	2	..	..	..	3	1
Colleges for women.....	53	..	50	..	2	..	..	1	..	..	..	..	..	..	..	..
MISSOURI .....	496	6	81	..	112	..	8	8	..	..	5	4	259	..	23	2
Classical and scientific colleges.	195	6	55	..	100	..	8	..	..	..	5	4	4	..	23	2
Colleges for women.....	46	..	26	..	12	..	..	8	..	..	..	..	..	..	..	..
Professional schools .....	255	..	..	..	..	..	..	..	..	..	..	..	255	..	..	..
NEBRASKA.....	43	5	10	4	5	..	1	..	..	..	..	..	28	..	..	..
Classical and scientific colleges.	35	5	10	4	5	..	1	..	..	..	..	..	20	..	..	..
Professional schools.....	8	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..
NEVADA .....	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women.....	5	..	5	..	..	..	..	..	..	..	..	..	..	..	..	..
NEW HAMPSHIRE.....	114	20	62	13	30	1	1	1	..	..	2	..	21	..	..	3
Classical and scientific colleges.	111	20	59	13	30	1	1	1	..	..	2	..	21	..	..	3
Colleges for women.....	3	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..

a Includes 30 ordained as priests during the year.

TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NEW JERSEY .....	237	12	179	1	58	2	3	3		3				3	
Classical and scientific colleges.	230	12	172	1	58	2	3	3		3				3	
Colleges for women .....	7		7												
NEW YORK .....	1,754	65	498	26	191		45	516	1	44	18	785		205	15
Classical and scientific colleges.	1,280	58	455	26	191		44	511	1	12	11	362		205	15
Colleges for women .....	19		13				1	5							
Professional schools .....	a455	7								a32	7	423			
NORTH CAROLINA .....	85	5	65	1	6		10			2	4			2	
Classical and scientific colleges.	66	5	46	1	6		10			2	4			2	
Colleges for women .....	18		18												
Professional schools .....	1		1												
OHIO .....	b1,045	33	409	6	120		36	2	1	9	15	411	2	59	7
Classical and scientific colleges.	b629	33	386	6	115		36	2	1	9	15	78	2	4	7
Colleges for women .....	28		23		5										
Professional schools .....	388											333		55	
OREGON .....	44	2	10		26		1			2	7				
Classical and scientific colleges.	44	2	10		26		1			2	7				
PENNSYLVANIA .....	1,206	50	265	25	160		20	3		26	21	688		37	10
Classical and scientific colleges.	738	50	364	25	160		20	3			21	157		37	10
Professional schools .....	558		1							26		531			
RHODE ISLAND .....	87	4	76	2			11			1					1
Classical and scientific colleges.	87	4	76	2			11			1					1
SOUTH CAROLINA .....	129	8	166	1			4			4	19				2
Classical and scientific colleges.	48	7	44	1			4			4					2
Colleges for women .....	62	c1	62												
Professional schools .....	19										10				
TENNESSEE .....	b547	35	213	17	51		4	1		18	13	223		34	4
Classical and scientific colleges.	b392	35	80	17	51		4	1		18	13	201		34	4
Colleges for women .....	133		133												
Professional schools .....	22										22				

a Includes 24 ordained as priests during the year.

b Includes 1 degree not specified.

c Degree not specified.



TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL COURSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.	THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
TEXAS .....	a59	2	29	...	5	..	1	...	...	2	...	...	...	21	...
Classical and scientific colleges.	a40	2	10	...	5	..	1	...	...	2	...	...	...	21	...
Colleges for women .....	18	...	18	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
VERMONT .....	117	10	33	3	6	1	...	...	...	3	78	...	...	3	...
Classical and scientific colleges.	112	10	28	3	6	1	...	...	...	3	78	...	...	3	...
Colleges for women .....	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...
VIRGINIA .....	257	18	156	...	33	..	3	...	...	13	33	..	32	5	...
Classical and scientific colleges.	132	18	54	...	31	..	3	...	...	13	12	..	32	5	...
Colleges for women .....	104	...	102	...	2	...	...	...	...	...	...	...	...	...	...
Professional schools .....	21	...	...	...	...	...	...	...	...	...	21	...	...	...	...
WEST VIRGINIA .....	44	8	21	1	14	..	3	...	...	...	...	...	...	6	7
Classical and scientific colleges.	37	8	18	1	10	..	3	...	...	...	...	...	...	6	7
Colleges for women .....	7	...	3	...	4	..	...	...	...	...	...	...	...	...	...
WISCONSIN .....	135	16	45	3	45	5	2	1	...	35	6	8	...	1	...
Classical and scientific colleges.	98	16	43	3	45	5	2	1	...	6	8	...	...	1	...
Colleges for women .....	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	b35	...	...	...	...	...	...	...	...	b35	...	...	...	...	...
DISTRICT OF COLUMBIA .....	249	6	33	1	4	..	1	...	...	10	1	64	..	137	4
Classical and scientific colleges.	238	6	33	1	4	..	1	...	...	10	1	53	..	137	4
Professional schools .....	11	...	...	...	...	...	...	...	...	...	11	...	...	...	...
MONTANA .....	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
WASHINGTON .....	6	1	...	...	6	..	...	...	...	...	...	...	...	1	...
Classical and scientific colleges.	6	1	...	...	6	..	...	...	...	...	...	...	...	1	...

a Includes 3 degrees not specified.

b Number of priests ordained during the year.

TABLE XVI.—*Summary of statistics of public libraries for 1884-'85.*

States and Territories.	Number of libraries.	Number of volumes.
Alabama.....	41	95,203
Arizona.....	4	8,656
Arkansas.....	10	48,143
California.....	188	786,052
Colorado.....	30	63,728
Connecticut.....	170	707,159
Dakota.....	18	16,550
Delaware.....	13	64,320
District of Columbia.....	66	1,203,156
Florida.....	14	26,660
Georgia.....	66	230,714
Idaho.....	6	8,890
Illinois.....	317	929,391
Indiana.....	170	414,328
Indian Territory.....	10	7,601
Iowa.....	120	317,330
Kansas.....	82	174,952
Kentucky.....	90	280,510
Louisiana.....	42	130,759
Maine.....	136	368,611
Maryland.....	80	615,494
Massachusetts.....	560	3,589,085
Michigan.....	339	567,150
Minnesota.....	82	178,941
Mississippi.....	37	96,072
Missouri.....	146	417,906
Montana.....	6	14,400
Nebraska.....	43	96,344
Nevada.....	7	26,827
New Hampshire.....	129	354,443
New Jersey.....	126	463,662
New Mexico.....	6	14,370
New York.....	730	3,163,508
North Carolina.....	57	153,050
Ohio.....	230	1,070,259
Oregon.....	21	49,840
Pennsylvania.....	433	1,965,093
Rhode Island.....	78	395,030
South Carolina.....	40	176,563
Tennessee.....	72	195,186
Texas.....	42	67,742
Utah.....	14	27,534
Vermont.....	75	222,437
Virginia.....	75	321,842
Washington.....	18	13,562
West Virginia.....	19	36,138
Wisconsin.....	114	290,783
Wyoming.....	4	11,892
<b>Total.....</b>	<b>5,338</b>	<b>20,622,076</b>

[For special assistance in collecting library statistics, this Office is much indebted to F. B. Perkins, librarian of the San Francisco Free Public Library; to William F. Poole, of the Chicago Public Library; to Miss Edith Wallbridge (now Mrs. H. J. Carr), formerly secretary of the Western Library Association and assistant librarian in the Illinois State Library; to H. J. Carr, of the Grand Rapids (Mich.) Public School Library; to Mrs. Harriet A. Tenney, State librarian of Michigan; to John N. Dyer, of the Mercantile Library, Saint Louis, Mo.; to Guy A. Brown, of the Nebraska State Library; to George H. Paul, postmaster of Milwaukee, Wis.; to Hon. Theodore Nelson, State superintendent of public instruction in Michigan; to Hon. W. N. N. Jones, State superintendent of public instruction in Nebraska; to Hon. A. S. Draper, State superintendent of public instruction in New York; to J. Fletcher Williams, of the Minnesota Historical Society; to Mrs. S. B. Maxwell, State librarian of Iowa; to R. B. Poole, of the Young Men's Christian Association in New York City; to Chester Merrill, of the Cincinnati Public Library; to Melvil Dewey, librarian of Columbia College, New York City; and to many others.



TABLE XVII.—Summary of statistics of training schools for nurses.

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1885.	Total number of pupils since organization.	Graduates since organization.
1	Hartford Hospital Training School for Nurses.....	.....	20	8	107	39
2	Connecticut Training School for Nurses, New Haven ..	7	41	18	.....	111
3	Illinois Training School for Nurses, Chicago.....	5	55	23	97	38
4	Flower Mission Training School for Nurses, Indianapolis.....	.....	14	5	.....	.....
5	Boston City Hospital Training School for Nurses.....	15	65	18	229	83
6	Boston Training School for Nurses (Massachusetts General Hospital).	15	44	16	360	150
7	Training School for Nurses (New England Hospital for Women and Children), Boston.	a1	18	12	180	84
8	Worcester City Hospital Training School for Nurses...	(b)	10	4	13	4
9	Farrand Training School for Nurses, Detroit.....	3	12	.....	12	.....
10	Minnesota College Hospital Training School for Nurses, Minneapolis.	4	.....	2	8	2
11	Northwestern Hospital Training School, Minneapolis ..	2	5	2	23	5
12	St. Louis Training School for Nurses.....	(b)	13	.....	26	.....
13	Training School for Nurses, Orange (N. J.) Memorial Hospital.	3	11	4	25	9
14	Paterson (N. J.) Training School for Nurses (Ladies' Hospital Association).	a1	6	1	8	2
15	Brooklyn Training School for Nurses (Brooklyn Hospital).	a1	29	10	75	33
16	Long Island College Hospital Training School, Brooklyn	9	24	10	44	13
17	New York State School for Training Nurses, Brooklyn.	6	7	c7	65	65
18	Training School for Nurses (Brooklyn Homœopathic Hospital).	9	20	2	31	2
19	Buffalo General Hospital Training School for Nurses...	8	24	8	65	20
20	Buffalo State Asylum Training School for Attendants...	2	34	0	.....	.....
21	Training School for Nurses (Kings County Insane Asylum), Flatbush, N. Y.	d2	50	5	60	5
22	Charity and Maternity Hospital Training School, New York.	10	42	18	275	127
23	Mt. Sinai Training School for Nurses, New York.....	6	25	.....	48	.....
24	Training School for Nurses (Bellevue Hospital), New York.	6	64	.....	469	235
25	Training School of New York Hospital.....	8	36	18	120	84
26	Rochester City Hospital Training School for Nurses...	6	19	7	42	19
27	Training School for Nurses, Cannonsburg, Pa.....	3	6	c3	12	3
28	Nurses' Training School (Philadelphia Hospital).....	2	36	.....	.....	.....
29	Nurse Training School of the Woman's Hospital, Philadelphia.	.....	.....	.....	212	.....
30	Pennsylvania Hospital Training School for Nurses.....	1	6	4	13	13
31	Philadelphia Lying-in Charity and Nurse School.....	4	15	4	600	.....
32	South Carolina Training School for Nurses, Charleston..	1	10	.....	12	.....
33	Mary Fletcher Hospital Training School for Nurses, Burlington, Vt.	6	12	6	27	13
34	Washington (D. C.) Training School for Nurses.....	7	20	3	65	14
	Total.....	153	793	218	3,320	1,188

a With a corps of lecturers.  
b Medical staff of hospital.

c Graduates of 1884.  
d Assisted by medical staff of the asylum.

## EDUCATION OF THE DEAF AND DUMB.

It may not be generally known that deaf-mutism has rapidly increased in the decade between 1870 and 1880. And when we realize that 40 per cent. of these cases originate in meningitis, measles, and brain and scarlet fevers, we begin to perceive the advantages of medical skill and intelligent nursing in the treatment of those diseases. Since crime and disease are largely the result of ignorance, it is also evident that the state practices sound economy when it effectively educates the rising generation.

Now, at the present ratio of increase, there will be in the United States over 150,000 deaf-mutes in the year 1900. To educate 40 per cent. of this number, or 60,000 mutes, would require, on the average, over \$13,000,000 per annum. While the growth of the country in wealth and philanthropy will probably always keep pace with the necessities of the defective classes, yet we may reasonably hope that the diffusion of intelligence will gradually decrease the ratio above indicated.

By reference to Table XVIII it will be seen that in 1884-'85 there were 64 schools for the deaf and dumb, having 516 instructors and 7,295 pupils.

The provision for the education of colored mutes is, on the whole, meager; but progress is being made every year. They certainly need more extended recognition, and as a matter of economy and philanthropy there should be no distinction because of race, condition, or color.

There is a wide difference of opinion as to the comparative utility of boarding and day schools in the education of the deaf. The argument for the former class of schools is substantially as follows: Special difficulties require special skill and means to overcome them. The education of the deaf-mute is especially difficult. Hence there is required a special institution for his particular needs.

In some schools, one at least, the separation of the sexes is rigidly maintained, though there is a general sentiment against this method among the leading educators of the deaf.

## MEANS AND APPLIANCES.

In the matter of buildings preference is manifested for a series of small buildings, or cottages, accommodating 25 or 30 pupils each, together with school-houses, shops, kitchen, gymnasium, chapel, etc. This arrangement presents a community of buildings, in which the æsthetic feeling may be satisfied by the beauty of the site, the harmonious arrangement of the various structures, and the tasteful disposition of the grounds.

The importance of a well-selected library is very generally admitted. "All that knowledge which comes to others through hearing must come to deaf-mutes through the eye. Reading becomes to them almost the only means of self-culture after they leave school, and if they do not acquire the taste and form the habit while in school, it is not probable that they will afterward." The schools generally recognize this need and strive to meet the exigency.

The keen sense of sight developed in the deaf renders the use of school apparatus highly instructive. Therefore educators are not slow to avail themselves of the resources so generously provided by modern ingenuity, and the leading schools are well supplied with these important adjuncts of mental training. But as in all other schools for the education of youth, the essential requisite is the teacher, full of enthusiasm, and backed by brain power and moral culture. The very contact with such an instructor secures the transmission of intellectual and moral life.

## ACADEMIC TRAINING.

The aim in the majority of schools is to furnish a sound English education. Some go farther and provide a high-school course, while the National Deaf-Mute College at

Washington, D. C., offers the highest advantages to those of more ambitious purpose and of suitable acquirements.

The best way of teaching the use of idiomatic language is a question that has divided the ranks of practical educators for a hundred years. Some educators are earnest advocates of the pure oral method, quite readily adopted by the "semi-deaf" and the "semi-mute." The more conservative adhere to the manual method, or that "course of instruction which employs the sign language, the manual alphabet, and writing." Many of the oldest and ablest educators advocate a combined method.

Some of the obstacles which beset the teacher may be understood from the following considerations:

(1) The deaf pupil generally presents himself with an enfeebled body, a dwarfed mind, and discouraging habits.

(2) With "the lower power of sight" he must essay to perform the functions of "the higher power of hearing."

(3) To sight, there is an utter absence of tone, pitch, accent, and rhythm.

(4) The acquisition of language is a matter of imitation, practice, and habit.

The association of deaf and hearing children in special schools is advocated by many interested in the development of the former. Such a measure was embodied in a bill passed by the Wisconsin legislature March 25, 1885, and the following advantages were considered:

The bill contemplates making the day schools for the deaf a part of the general public school system of the State, and school-rooms will be provided by the incorporated cities and villages in which such schools are opened. Economical and other considerations will usually lead to the selection of a room in some building already occupied as a public school, and thus the deaf children will be brought into close proximity to large numbers of hearing children in the same building. This proximity will favor the growth of friendships between the deaf and the hearing pupils, which will be invaluable in adult life, leading to business and social relations of the greatest importance. Constant association with hearing and speaking children will accustom the deaf child to the society in which he is to live in the future. His hearing schoolfellows and playmates will be the men and women by whom he will be surrounded in adult life. How important, then, that deaf-mutes should have the opportunity of cultivating the acquaintance of hearing persons of their own age! The friendships formed in childhood often last through life. Living constantly in the midst of the industries and activities in the communities in which they have interested personal friends to encourage and aid them, the ways are open to them to acquire any trade, business, or profession for which they have aptness or inclination. The broad fields and avenues of life invite them as they do the hearing; whereas in institutions they are limited to a few mechanical trades merely, not so easily turned to account for want of that personal acquaintance so helpful in obtaining desirable employment. Furthermore, industrial education is being brought into the educational systems of the large towns, affording advantages of a broader and more thorough kind than institutions offer.—*Prof. A. G. Bell.*

In addition to the advantages which may accrue to the deaf immediately, there is a remote advantage by no means to be overlooked. From that class of hearing children, thus associated, shall arise by "natural selection" the future instructors, especially endowed with subtle instincts for communication, with strong and abiding sympathies, with keen insight and understanding, in short, with affinities for the deaf which no other class could hope to equal, much more to excel.

#### ART TRAINING FOR THE DEAF.

As the useful generally precedes the artistic in order of time, we find that art training in schools for the deaf is just beginning to receive a proper recognition. Yet art is useful, if not in the materialistic, then in a higher sense, and therefore a better. If the practice of art arouses and evokes the mental powers, then art is not only useful, but its utility is of a very high order—more than meat, or raiment, or shelter. Art in general is to the deaf what music in particular is to the blind; and as no pains nor expense are spared in the musical education of the one, so should money and pains help on the art training of the other.



Drawing especially "has great attractions for the deaf," and upon this accomplishment may be reared the superstructure of every art. It is gratifying to know that "drawing is now taught in most of the larger deaf-mute schools of the country," and it is rapidly attracting that general interest which its importance demands.

#### INDUSTRIAL TRAINING.

The importance of industrial training has been recognized for years. Its strongest argument lies in the consideration, that as the State supports the deaf during their tutelage, the State determines that they shall be self-supporting when they leave the institution. This is a broad hint that every child educated at the public expense ought to have manual training, not only as a safeguard against vice and crime, but as a guaranty of a useful, happy life.

Trades are most commonly taught, but in one school, at least, the "Russian system" prevails, to wit: teaching the underlying principles of a number of trades by the use of tools. Among the few useful employments taught, that of farming is especially advocated. "There is no business a mute can follow that is so well suited to his condition as farming."

#### PHYSICAL TRAINING.

The current of physical culture now setting strong in this country has not fairly struck the institutions for deaf mutes. The National Deaf-Mute College at Washington is a notable exception. In a paper on the "Physical training of deaf mutes" is found this significant statement: "In reply to inquiries made of institutions for the deaf and dumb in regard to physical culture, nine out of thirteen had no special provision for it, in most cases exercise being left to take care of itself." It is presumed that the special attention given to industrial training precludes, or renders unnecessary that of the gymnasium. Betwixt playing and working, the muscles may be sufficiently indulged and provoked. But play may be so directed and controlled that a symmetrical, vigorous body may fitly consort with an expanding mind. There are centuries of wisdom in favor of the gymnasium.

#### INDUSTRIAL EXHIBITS.

The country has been impressed, instructed, and delighted with exhibits of handicraft produced by deaf mutes. At the World's Industrial and Cotton Centennial Exposition at New Orleans, in 1885, twelve American institutions were represented. "The specimens of drawing, composition, painting, penmanship, as well as work in wood, leather, printing, needle and fancy work, are of a high order and deserve special mention." "The time in which we were compelled to make the preparation for this Exposition was so limited that no institution did itself justice; but we are glad to say that the entire deaf mute exhibit was a great success notwithstanding, and has erected a monument to deaf-mute skill and industry."

#### COMPULSORY ATTENDANCE.

From causes not clearly defined a large number of mutes from 5 to 20 years, estimated at fully 10,000, do not avail themselves of the provision made for their education. Whether this practical refusal, on the part of parents and guardians, arises from ignorance, or cupidity, or poverty, or parental affection, is not easily determined. But whatever the reasons of this, educators are convinced that some stringent measure is demanded by which the State shall be protected from the dire effects of pauperism, vagrancy, and vice, which are so effectually promoted by ignorance and neglect. It is believed by some, however, that this question will have received a partial solution when small schools for mutes shall be established throughout the State. "In this way many deaf mutes in rural districts may be reached whose parents would object to send their children far away from home to the State institution."

## EMPLOYMENTS OF GRADUATES.

The practical result of all this outlay of money and time, tact and patience, gives, in the main, a choice product of upright, intelligent, capable graduates. They are qualified to become teachers, editors, magazine writers, lawyers, artisans, farmers,—an honor to themselves and a credit to the State.

“There are very few positions in life which cannot be occupied by deaf persons, as nearly all the arts and industries are open to them.” “The deaf mutes are among the most skillful workmen employed by the Chickering Piano-forte Company, the Seth Thomas Clock Company, and other corporations.” “Two deaf-mute brothers in Belleville, Ontario, are successful lawyers.”

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States and Territories.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.	
Alabama .....	1	7	0	57	30	27	210
Arkansas .....	1	8	1	79	47	32	.....
California .....	1	10	0	133	81	52	279
Colorado .....	1	5	2	46	26	20	75
Connecticut .....	2	16	1	223	135	88	2,431
Florida .....	1	2	0	8	7	1	8
Georgia .....	1	6	3	96	55	41	377
Illinois .....	a3	41	3	638	361	277	1,967
Indiana .....	1	18	6	374	204	170	1,597
Iowa .....	1	14	2	270	157	113	657
Kansas .....	1	11	1	190	102	88	440
Kentucky .....	1	10	2	131	73	58	842
Louisiana .....	1	3	1	50	28	22	.....
Maine .....	1	5	.....	45	26	19	53
Maryland .....	3	13	1	118	67	51	340
Massachusetts .....	3	24	0	205	103	102	521
Michigan .....	2	25	3	306	141	165	1,117
Minnesota .....	1	10	5	169	96	73	507
Mississippi .....	1	5	1	91	38	53	.....
Missouri .....	4	13	4	310	183	127	971
Nebraska .....	1	8	1	99	65	34	211
New Jersey .....	1	6	0	117	66	51	133
New York .....	7	95	12	1,375	777	598	4,717
North Carolina .....	1	8	0	125	69	56	.....
Ohio .....	2	27	6	487	261	226	2,177
Oregon .....	1	2	0	23	12	16	76
Pennsylvania .....	4	44	5	634	374	260	2,412
Rhode Island .....	1	4	0	34	16	18	55
South Carolina .....	1	3	.....	60	31	29	191
Tennessee .....	1	7	2	122	72	50	.....
Texas .....	1	9	b2	146	87	59	288
Virginia .....	1	11	2	11	9	2	570
West Virginia .....	1	4	2	75	42	33	217
Wisconsin .....	3	18	1	271	168	103	868
Dakota .....	1	2	1	37	28	9	42
District of Columbia .....	c3	16	3	112	90	22	531
New Mexico .....	1	.....	.....	.....	.....	.....	.....
Utah .....	1	1	0	14	9	5	14
Washington .....	1	2	0	9	4	5	9
Total .....	64	516	73	7,295	4,140	3,155	24,905

a One of these represents the Chicago system of deaf-mute schools, which includes five small schools.

b One of these is a deaf mute.

c This includes the Deaf-Mute College, an organization within the Columbia Institution.



## INSTITUTIONS FOR THE DEAF AND DUMB. CCXXXVII

TABLE XVIII.—Summary of statistics of institutions for the deaf and dumb—Continued.

States and Territories.	Number of graduates who become teachers.	Libraries.		Property, income, &c.			
		Number of volumes.	Increase in the last year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama .....	2	500	.....	a\$75,000	a\$18,000	a\$100	a\$16,000
Arkansas .....	.....	80	5	50,000	17,780	0	\$3,100
California .....	4	a1,000	.....	a350,000	a44,000	a800	a44,000
Colorado .....	0	250	25	a45,000	a22,000	0	a23,000
Connecticut .....	.....	2,500	50	258,000	1,050	3,000	52,715
Florida .....	.....	.....	.....	a16,000	.....	.....	.....
Georgia .....	3	1,000	80	40,000	17,000	0	15,814
Illinois .....	.....	7,184	431	400,000	103,000	.....	102,163
Indiana .....	10	3,400	10	504,070	58,947	0	57,003
Iowa .....	.....	575	.....	30,000	57,400	0	.....
Kansas .....	0	200	0	125,000	32,000	0	37,500
Kentucky .....	.....	1,500	0	140,000	30,000	0	30,000
Louisiana .....	0	875	12	25,000	10,000	.....	7,850
Maine .....	0	.....	.....	.....	.....	.....	.....
Maryland .....	4	4,800	50	a335,000	a33,500	a1,700	a33,230
Massachusetts .....	.....	1,615	8	102,000	.....	.....	30,952
Michigan .....	.....	2,639	144	490,823	50,000	1,579	57,153
Minnesota .....	4	1,100	20	200,000	32,000	900	32,000
Mississippi .....	1	200	.....	75,000	16,175	.....	16,175
Missouri .....	5	1,032	.....	175,000	b118,500	0	b107,465
Nebraska .....	1	800	50	81,000	.....	0	21,000
New Jersey .....	.....	250	.....	100,000	.....	.....	.....
New York .....	90	5,588	140	1,332,675	c167,825	c124,700	347,932
North Carolina .....	.....	1,321	.....	a100,000	.....	.....	a36,000
Ohio .....	.....	2,000	.....	750,000	94,421	0	77,083
Oregon .....	0	0	.....	5,000	4,000	0	6,800
Pennsylvania .....	8	5,100	150	760,000	113,500	2,998	121,798
Rhode Island .....	0	325	12	.....	3,000	0	2,600
South Carolina .....	.....	.....	.....	a52,000	a10,000	a483	d10,610
Tennessee .....	12	600	.....	125,000	22,500	200	24,000
Texas .....	1	500	.....	100,000	46,402	0	.....
Virginia .....	5	500	10	a275,000	a35,000	.....	a34,095
West Virginia .....	1	700	20	a80,000	a25,000	0	a22,050
Wisconsin .....	6	600	150	110,000	40,000	600	41,036
Dakota .....	0	30	0	39,000	16,000	5,040	5,040
District of Columbia .....	41	3,300	100	650,000	d58,000	5,757	.....
New Mexico .....	.....	.....	.....	.....	.....	.....	.....
Utah .....	0	0	.....	.....	e2,000	195	2,000
Washington .....	.....	.....	.....	.....	.....	.....	.....
Total .....	198	51,664	1,426	7,995,568	1,269,000	158,052	1,433,730

a Including department for the blind.

b For two years.

c Includes income from other sources.

d Congressional appropriation.

e Territorial appropriation.

## EDUCATION OF THE BLIND.

This country has now entered upon the second half of its first century of organized effort for the education of the blind. During the first half century there was a wonderful change, not only in popular sentiment, but in the methods of instruction employed. The time was when the blind were not considered susceptible of education; now, educators work on the principle that "they can be taught everything but to see." Formerly those who were unbefriended found a melancholy home in the almshouse; now, they practice useful trades, delight all hearers with their exquisite music, and furnish gospel light to eager congregations. "Out of 1,200 persons who have gone out from the institutions for the blind in New York State only 21 were afterwards found in the almshouse." Truly the education of the blind is a question of political economy, and not one of mere "charity."

## A COMPLEX PROBLEM.

The progress of the last fifty years derives additional interest and significance from the nature of the problem which confronted educators at the beginning of the century, as expressed by the superintendent of the New York Institute for the Blind:

An institution for the blind is necessarily more complex in its organization than any other establishment. Each of its three departments of instruction, literary, musical, and industrial, is a school in itself. Owing to the inability of blind pupils to help themselves, the working force required for the school, household, and general administration is much greater than is necessary for other defective classes. The gathering up of facts by the sense of touch while groping after knowledge in the darkness, is not only slow, but peculiarly destructive to the objects of study and the means by which instruction is given. Taking all things into account the work to be done for and upon the blind is far greater in variety and amount, as well as more difficult, than that required in the care and education of any other class of persons.

## COMPARATIVE ATTENDANCE.

From the census of 1880 we learn that the number of blind persons in the United States was not quite 50,000. Of these, less than 10,000 were under 20 years of age. Of course a large majority of the adult blind received an education before losing their sight. But as less than 2,500 have been in attendance at the schools for the blind, there must be several thousand for whom, in some States, at least, inadequate provision is made; or else, as in too many instances, these unfortunates are retained at home for various reasons. These are, chiefly, (1) a state of poverty which precludes suitable clothing and the cost of getting them to and from the institution; (2) a fear of intrusting these pets of the household to the care and sympathy of strangers; and (3) a bias—which is happily disappearing—against the idea of sending them to what they regard as an "asylum" or "hospital."

## SCHOOLS.

To provide for the blind youth of suitable age, there are 32 institutions in the United States, and every State contributes to their support. Some of these are finely endowed, fully equipped, and amply provided with instructors. Others are doing excellent work with insufficient means and appliances, their lack being largely supplied by enthusiasm and ingenuity. In all there is manifested a singleness of aim, a progress of ideas, and a similarity of methods, which at once bespeak the intelligence of the educators and the influence of the biennial conferences.

## LITERARY DEPARTMENT.

In the literary department the *problem* is to cultivate memory, touch, and hearing. The ingenuity, the patience, and the persistence necessary to fully solve this problem may be dimly conceived by the general public, but never clearly understood.

The aim is to impart a good English education. That success follows in many instances may be gathered from the remarkable recitations and essays of the graduating classes.

The means employed are live teachers, peculiar books, and a good supply of models and apparatus. A number of schools are sadly deficient in a generous provision of objects of touch. The pressing need of these is evident from the fact that "the greatest mysteries are frequently wrapped up in the objects which are most familiar to other people." Hence there should be "in a well-equipped school for the blind a collection of natural objects, models, and apparatus, including stuffed birds, animals, and fishes; shells, botanical models, specimens of woods, plants, fossils, minerals in crystalline form, seeds, reptiles, crustaceans, sponges, corals, and star fishes; maps in relief; and models of machinery, works of art, celebrated buildings, and other works of interest."

There are three printing-houses in the United States which publish books for the blind. These books are more costly than ordinary works, and to help meet the expense of printing, etc., Congress appropriated \$250,000 in 1879, the interest of which, \$10,000, is distributed *pro rata* to supply books and apparatus for the blind.

But the most perfect appliances are of small avail without that wonderful embodiment of tact, intelligence, and culture—the gifted teacher. And the marked progress and success of our more advanced institutions for the blind are mainly due to this fact, that they have not been wanting in able instructors. He who set free the imprisoned spirit of Laura Bridgman, who said to her darkened mind, "let there be light," and light was, evidently had divine credentials for the work he wrought, and did not stand in need of a human commission. Others still remain whose minds and hearts have received divine impulses, and a generation of the cultivated blind "rise up and call them blessed."

Several schools have debating societies, which prove a great stimulus to literary ability, while at the same time perfecting the students in oratory and elocution.

#### MUSICAL DEPARTMENT.

The faculty of hearing seems to be intensified by the loss of the faculty of sight. One is not surprised, therefore, to learn that among the blind are many gifted musicians, or to discover that the department of music is sedulously cultivated in all the schools. One institution reports the possession of 26 pianos, with other stringed, reed, and wind instruments. Every school has, entirely or in part, its harmony class, its choir, its orchestra, its band, and its corps of piano tuners. The practical outcome is threefold: (1) It is a great source of pure and elevating enjoyment, not only to those who perform, but to others who hear. One young lady expressed herself as glad that she was born blind, for only thus could she have received "such a musical education." (2) Its cultivation serves to arouse sluggish faculties. For what a pupil can do well in one direction, is a perpetual reminder that a similar effort will accomplish much in another direction. Says an educator of the blind, "We have seen pupils who seemed naturally dull and lethargic, with little taste for books, gain greatly in intellectual development apparently through the study of music alone." (3) This knowledge prepares the blind to earn a competent living as skilled organists, successful music teachers, and first-class tuners of pianos. In Boston the contract for tuning and keeping in good working order 132 pianos in the public schools has been awarded for the eighth time to the Massachusetts Institution for the Blind.

#### INDUSTRIAL DEPARTMENT.

Whatever may have been opinions and theories formerly, "no school is now considered complete without an industrial department." From the nature of the case, however, the scope is somewhat limited. To boys the following occupations are taught: the making of brooms, brushes, baskets, mattresses; also upholstering, cane-



seating of chairs, and weaving of rag-carpets. The girls are taught housekeeping, sewing and knitting (by hand and by machine), crocheting, beadwork, and cane-seating. Says a leading educator, "The main design of our industrial department is not to make money, but to train hand and brain in some kind of handicraft which will render our pupils useful to themselves and to others. If the blind man does not in after life follow the particular trade learned here, he will have acquired industrious habits, a disposition to do something useful, which will at least keep him from vicious ways, and preserve him in a healthy frame of mind."

#### PHYSICAL TRAINING.

Closely hinging upon the topic of manual labor is that of physical training. Its necessity lies in the pertinent fact that "as a class the blind are frail and delicate." To obviate this physical condition as well as to establish self-reliance, courage, and discipline, some of the schools have introduced the gymnasium, military-drill, and calisthenics. I quote from the report of a well-known institution:

We have a large and well furnished gymnasium for the male pupils, which is much used. A military drill is conducted very skillfully by the prefect, besides his other valuable services. The company consists of 46 pupils, armed with wooden muskets and bayonets. The special advantage of these drills is the promotion of discipline and good order; of manly and graceful positions; and of facility and ease in walking and marching—a training for blind persons which has been much overlooked.

On the female side the calisthenic classes are the special exercises for eight months of the term.

#### KINDERGÄRTEN.

The training of blind pupils from the age of five to nine years by kindergarten methods, though comparatively a new feature, is already a pronounced success. It has only been adopted in three or four schools, but will undoubtedly become general from the following considerations: (1) A large percentage of the blind can have their vision partially or wholly restored by surgical and hygienic treatment in early life, the necessity of which would be seen and recommended by the observing teacher. Investigators find that about 40 per cent. represent the result of simple ignorance and neglect. (2) The sense of touch is then delicate and susceptible of acute development. (3) This form of training is the most normal and scientific preparation for the more advanced studies, as well as for manual employments. (4) This period is the most suitable time for cultivating moral and religious sentiments. In some cases the surroundings of young (blind) children are not only ignorant but vicious; and they imbibe habits which it requires years to subdue.

The immediate results of kindergarten training are apparent in an exhibit sent to Madison, Wis., during the meeting of the National Educational Association in the summer of 1884. A special correspondent of the *Boston Herald* said:

Strange as it may seem, the finest work in clay modeling is that of scholars in the kindergarten department of the Massachusetts Institution for the Blind in South Boston. The objects represented in plastic material are almost perfection, and, in seeing the whole exhibit of this institution, the visitor can no longer doubt the value of the instruction of the blind in kindergarten methods. Some unique geometric work is done by the use of pins stuck in cushions.

#### MORAL AND SOCIAL TRAINING.

A noble character and fine social qualities are always and everywhere attractive. They are especially valuable to the blind, because of their disadvantage in the struggle for subsistence, and their peculiar dependence upon others for sympathy and help. "Honesty, correct habits, amiability and worth, polished manners, and chaste language" are not only irresistible social attractions, but they also wonderfully augment happiness and greatly promote success in life. There is abundant evidence that the educators of the blind are signally qualified to lead their pupils into paths of "truth

and righteousness." Indeed, teachers of a different mold do not covet this peculiar work performed by those who have exhibited a "remarkable purity of motive and singleness of purpose, together with deep enthusiasm."

## PRACTICAL RESULTS.

To people who are not only philanthropic but practical, a brief statement of results achieved is the most significant feature of the review. The following statistics of the occupations of the educated blind were collected in 1878; it is fair to presume that at the present time the numbers must be largely augmented:

Superintendents of institutions.....	16
Teachers in schools other than for the blind.....	62
Teachers in schools for the blind.....	135
Ministers of the gospel.....	36
Studying or practicing law.....	5
Authors.....	17
Publishers.....	8
Agents and lecturers.....	70
Teachers of music outside of institutions.....	463
Church organists.....	88
Piano tuners.....	125
Composers and publishers of music.....	14
Graduates from colleges and theological seminaries.....	17
Engaged in manufacturing.....	305
Working at handicraft.....	702
Storekeeping and trading.....	269
Farmers.....	59
Newspaper venders.....	7
Dealers in musical instruments.....	6
Horse dealers.....	9

## HOMES FOR THE BLIND.

There is still another phase of this subject which merits attention and interest. I quote from the fifty-second annual report of the managers of the Pennsylvania Institution:

During the experience of many years, it was found that, after the allotted period of instruction in literature and handicraft, some of the graduated pupils were homeless, and without a prospect of self-support. This led to the establishment of "Homes" of industry. The Pennsylvania Industrial Home for Blind Women was first organized. It has been in successful operation for sixteen years, and has at present forty-seven inmates, most of them employed, and all kindly cared for.

The Pennsylvania Working Home for Blind Men, chartered in 1874, gives employment at present to about eighty-five adult workmen, over fifty of whom are boarders.

The Pennsylvania Retreat for Blind Mutes and Aged and Infirm Blind Persons, is to care for those blind persons for whom there is no other refuge.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
Alabama .....	1	3	2	30	65	400	50
Arkansas .....	1	16	5	40	190		
California .....	1	a40	0	32	123	(b)	
Colorado .....	1	2	0	19	23	97	15
Florida .....	1						
Georgia .....	1						
Illinois .....	1	36	2	136		516	50
Indiana .....	1	30	2	126	700	1,025	8
Iowa .....	1	35	8	151	561	1,330	
Kansas .....	1	19	3	72	186	500	50
Kentucky .....	1	22	6	77	468	1,300	50
Louisiana .....	1	4	4	22	60	300	20
Maryland .....	2	17	12	86	413	800	50
Massachusetts .....	1	89	34	172	1,109	8,062	449
Michigan .....	1	26	1	50	99	975	20
Minnesota .....	1	11	1	36	76		
Mississippi .....	1	14	3	35		500	12
Missouri .....	1	21	3	90	529	1,500	300
Nebraska .....	1	10	1	29	62	300	
New York .....	2	78	3	331	600	1,800	177
North Carolina .....	1	11	7	60		500	50
Ohio .....	1	c25	d7	190	1,244		
Oregon .....	1	6	1	12	15	250	40
Pennsylvania .....	1	63	d20	197	1,273	2,700	200
South Carolina .....	1	3	1	15	63		
Tennessee .....	1	19	4	77	237	500	50
Texas .....	1	27	0	90			
Virginia .....	1	d6	2	36	231	250	75
West Virginia .....	1	4	0	30	36	400	50
Wisconsin .....	1	26	2	77	336	1,700	75
Total .....	32	663	134	2,377	8,914	25,705	1,797

a For both departments.

b Reported with statistics of the deaf and dumb (see Table XVIII and summary).

c Officers and teachers only.

d Instructors only.



TABLE XIX.—*Summary of statistics of schools for the blind*—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama .....	(a)	(a)	.....	.....	(a)
Arkansas.....	\$20,000	\$12,153	\$0	\$16,274	\$15,100
California.....	(a)	(a)	(a)	\$44,800	(a)
Colorado.....	(a)	(a)	0	.....	(a)
Florida .....	(a)	.....	.....	.....	.....
Georgia.....	.....	.....	.....	.....	.....
Illinois .....	116,427	26,750	1,627	23,377	27,852
Indiana.....	375,500	29,000	.....	29,291	24,919
Iowa.....	250,000	28,000	3,000	31,000	31,000
Kansas .....	100,000	13,900	0	13,900	13,900
Kentucky .....	100,000	30,569	.....	30,569	28,992
Louisiana.....	12,000	\$10,000	1,000	9,000	10,418
Maryland.....	339,400	15,250	2,974	23,824	18,804
Massachusetts.....	298,656	30,000	15,399	112,553	131,010
Michigan.....	78,000	132,000	.....	132,000	.....
Minnesota.....	20,000	.....	0	.....	8,443
Mississippi.....	50,000	10,000	.....	.....	.....
Missouri.....	250,000	28,000	0	28,000	26,000
Nebraska.....	15,000	9,500	.....	9,500	8,998
New York.....	371,481	.....	3,436	187,898	184,865
North Carolina.....	(a)	(a)	.....	38,000	(a)
Ohio.....	500,000	54,000	.....	54,000	54,000
Oregon.....	5,000	7,000	0	7,000	7,550
Pennsylvania.....	152,306	43,500	5,395	95,746	78,831
South Carolina.....	(a)	(a)	(a)	.....	(a)
Tennessee.....	90,000	16,913	.....	16,000	17,462
Texas.....	95,000	31,000	0	31,000	31,000
Virginia.....	(a)	(a)	\$1,037	\$36,087	(a)
West Virginia.....	(a)	(a)	0	.....	(a)
Wisconsin.....	175,000	18,000	0	25,000	18,000
Total.....	3,443,770	545,535	33,918	1,004,819	737,194

*a* Reported with statistics of the deaf and dumb (see Table XVIII and summary).*b* In State warrants.*c* For both departments.

## EDUCATION OF THE FEEBLE-MINDED.

There are now thirteen States that have made substantial provision for the education and training of the feeble-minded. Five other States have arranged by special legislation for the care of this class of unfortunates in the institutions of neighboring States.

The popular conviction is deepening and broadening that these persons are not only entitled to protection and the fostering care of the State, but that public policy requires that they be restrained from contributing their quota to the ranks of the vicious and criminal classes; that they be prevented from casting a blight upon other members of the afflicted family; that they be hindered from generating their kind; and that they be trained to usefulness and self-support. These views are based largely upon the actual results that have been attained, even in cases seemingly beyond any reasonable hope of help or improvement. And so popular indifference, unbelief, and false notions of economy are giving way to an awakened interest, and to a growing faith, and to enlightened convictions of duty and policy toward this unfortunate class.

## IMPROVED METHODS.

There has also been a marked improvement in the methods of educating and training, which reflect alike the highest wisdom and the tenderest philanthropy. It is not enough, now, that these unfortunates have their barest wants supplied at almshouses, in the midst of an environment at once cheerless, depressing, and corrupt; but larger sympathies and a clearer understanding have provided trained teachers and assistants, comfortable apartments and wholesome food, interesting games, suitable studies, and the tonic of manual occupations. Industrial training, indeed, has been grafted on to the system of educating the feeble-minded, with something of the same success that has attended its application in other departments of instruction. In the better class of institutions it has become the main reliance for arousing the dormant senses and sluggish faculties of these defective organizations. The simple operations of farming and gardening, or the easily penetrated mysteries of some plain handicraft, are incalculable stimulants to these children, and never failing sources of happy, gleeful enjoyment, and steady, healthful, encouraging mental development.

The philosophy of this method lies in the fact that imbecility is always associated with more or less of physical defect, which may be arrested development, or the result of disorganization that has not been overcome. The sense of touch is dull in the feeble-minded and altogether wanting in most idiots; and the first thing, therefore, is to teach them the use of their hands. This accomplished, they may pass, by easy stages, to domestic employments or to manual occupations of the farm and shops, their final success depending, as with those normally endowed, upon the skill of their teachers as well as upon their own native abilities. Some, though improved, never emerge from the prison house of mental deficiency; others astonish and delight their friends with the quality of their attainments. Yet it is not claimed that even the brightest can ever be fitted for usefulness in any of the responsible avocations of life; but they can be made to fill the humbler places which Providence has assigned to them with happiness and industry.

## A PECULIAR PHASE.

There is a phase of this subject in which the necessity of the method employed is at once painful and striking. The Custodial Branch of the New York State Asylum for Idiots commenced operations in the summer of 1878. The chief and special object intended was the care, custody, and protection of a class of adult female idiots and imbeciles of the child-bearing age. The one hundred and fifty-two girls provided for during the past year (1884) have at all times been kept in a cleanly and presentable condition, properly fed, comfortably clothed, and protected from the community

and the dangers of the county poor-house system. It is but proper to say, that of the girls already received under its protection, about 20 per cent. of the number had, prior to their admission, borne illegitimate children, several of them more than one, and one as many as four. These conditions came about in nearly every instance while residents of the county poor-houses, and as the result of a loose and inefficient system of supervision. As a matter of record, when they were brought from their homes and from the county poor-houses to this place, with two or three exceptions, none of them knew how to sew even as much as to hem properly an ordinary garment. Now there are from fifteen to twenty who can operate the sewing machine, many of them skillfully. About thirty are kept at sewing daily, either by hand or with the machine, and in all over ninety are regularly employed at some kind of work required in or about the house.

#### GENERAL RESULTS.

As already intimated, the general results of these organized efforts, both public and private, are of the most gratifying character. In the State institution of Kentucky, "the industrial departments are self-sustaining," while several State institutions have furnished highly creditable exhibits at some of the great "expositions." They have displayed specimens of carpentry, shoes, brooms, mattresses, clothing, laundry work, etc. But better than these material results are the happiness and intelligence that have come to minds and hearts hitherto enshrouded with gloom; the ambition and self-esteem, the perception of duty, and the power of self-help, that have been awakened and cultivated; and the State, for thus conserving these wasting forces, is the nobler, and the wiser, and the safer.



TABLE XX.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employes.	Number of inmates.			Number dismissed im- proved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	California Association for the Care and Training of Feeble-Minded Children.	9	6	7	13	0	\$2,160	\$1,440
2	Connecticut School for Imbeciles.....	.....	(102)		102	.....	16,536	.....
3	Illinois Asylum for Feeble-Minded Children.	.....	172	138	310	228	56,000	56,000
4	Indiana Asylum for Feeble-Minded Children.	15	43	41	84	.....	a30,000	a30,000
5	Iowa Institution for Feeble-Minded Children.	50	164	95	259	.....	42,080	41,700
6	Kentucky Institution for the Education and Training of Feeble-Minded Children.	27	87	65	152	91	20,634	20,631
7	Family Home School for Nervous and Delicate Children (Amherst, Mass.).	3	8	2	10	1	2,500	2,500
8	Private Institution for the Education of Feeble-Minded Youth (Barre, Mass.).	31	44	25	69	160	.....	44,800
9	Hillside School for Backward and Feeble Children (Fayville, Mass.).	6	3	3	6	18	.....	.....
10	Massachusetts School for the Feeble-Minded.	34	86	61	147	.....	25,000	25,000
11	Private School and Home for Feeble-Minded Children (Kalamazoo, Mich.).	9	6	19	25	.....	6,000	8,000
12	Minnesota School for Idiots and Imbeciles.	18	64	32	96	8	.....	12,269
13	New York State Custodial Asylum for Feeble-Minded Women.	16	0	140	140	1	20,000	53,377
14	Idiot Asylum, Randall's Island.....	.....	.....	.....	.....	.....	.....	.....
15	New York Asylum for Idiots.....	82	205	168	373	.....	72,838	71,565
16	Ohio Institution for Feeble-Minded Youth.	122	443	278	721	.....	114,725	111,711
17	Pennsylvania Training School for Feeble-Minded Children.	.....	298	205	503	.....	107,637	90,490
	<b>Total .....</b>	<b>422</b>	<b>{ 1,629 <sup>102</sup> 1,279 }</b>		<b>3,010</b>	<b>507</b>	<b>525,110</b>	<b>528,483</b>

a This includes the report of the Soldiers' Orphans' Home.

b For three months only.

TABLE XXI.—Statistical summary of benefactions, by States, for the year 1884-'85.

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.
Alabama .....	\$7,650	.....	.....	.....	.....	.....
Arkansas .....	5,515	\$2,500	.....	.....	.....	.....
California .....	123,337	110,600	.....	.....	.....	.....
Colorado .....	32,173	7,953	.....	.....	.....	.....
Connecticut .....	147,567	143,742	\$275	\$2,000	.....	.....
Delaware .....	10,000	.....	.....	.....	.....	.....
Florida .....	67,442	53,000	.....	.....	.....	.....
Georgia .....	83,182	43,000	.....	23,178	.....	.....
Illinois .....	765,136	112,430	.....	361,391	\$150	.....
Indiana .....	75,000	75,000	.....	.....	.....	.....
Iowa .....	98,124	93,799	.....	.....	.....	.....
Kansas .....	144,075	138,200	.....	.....	.....	.....
Kentucky .....	96,335	44,959	.....	34,000	.....	.....
Louisiana .....	173,360	153,000	.....	.....	.....	.....
Maine .....	174,215	55,225	100,000	700	.....	.....
Maryland .....	293,850	200	.....	13,000	.....	\$650
Massachusetts .....	847,421	413,212	42,750	1,000	.....	.....
Michigan .....	217,318	170,490	.....	.....	.....	.....
Minnesota .....	86,447	67,249	.....	.....	.....	.....
Mississippi .....	5,240	3,900	.....	.....	.....	.....
Missouri .....	113,303	90,706	.....	.....	.....	500
Nebraska .....	14,440	1,500	.....	3,457	.....	.....
Nevada .....	1,000	.....	.....	.....	.....	.....
New Hampshire .....	84,400	80,000	.....	.....	.....	.....
New Jersey .....	102,857	77,000	.....	4,509	.....	.....
New York .....	2,027,538	759,367	.....	112,929	.....	50,000
North Carolina .....	17,637	11,153	.....	4,000	.....	.....
Ohio .....	518,402	240,602	132,000	20,450	.....	3,000
Oregon .....	34,023	32,000	.....	.....	.....	.....
Pennsylvania .....	1,567,599	1,105,004	203,266	25,300	.....	40,100
Rhode Island .....	64,500	64,500	.....	.....	.....	.....
South Carolina .....	12,715	2,500	.....	6,829	.....	.....
Tennessee .....	317,937	250,200	.....	58,712	.....	.....
Texas .....	50,135	29,000	.....	.....	.....	.....
Vermont .....	32,230	700	.....	.....	.....	.....
Virginia .....	716,505	619,000	79,080	.....	.....	.....
West Virginia .....	1,500	1,500	.....	.....	.....	.....
Wisconsin .....	27,572	16,972	.....	2,200	.....	.....
Dakota .....	35,060	19,500	.....	.....	.....	.....
District of Columbia .....	1,200	.....	.....	1,200	.....	.....
Indian Territory .....	18,378	.....	.....	.....	.....	.....
Montana .....	10,390	10,390	.....	.....	.....	.....
New Mexico .....	3,680	.....	.....	.....	.....	.....
Utah .....	9,418	.....	.....	.....	.....	.....
Washington .....	78,200	28,000	.....	.....	.....	.....
Total .....	9,314,081	5,134,400	502,371	681,855	150	94,250

TABLE XXI.—*Statistical summary of benefactions, by States, &c.—Continued.*

States and Territories.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb and the blind.	Training schools for nurses.	Institutions for feeble-minded children.	Miscellaneous.
Alabama .....			\$7,650				
Arkansas .....			3,015				
California .....	\$1,000	\$850	3,000				\$8,487
Colorado .....		5,465	18,750				
Connecticut .....		500	200	\$850			
Delaware .....			10,000				
Florida .....			14,442				
Georgia .....	4,000	5,000	6,004				
Illinois .....		75,204	5,961				210,000
Indiana .....							
Iowa .....		400	3,925				
Kansas .....			5,875				
Kentucky .....			17,376				
Louisiana .....	5,300		10,600				
Maine .....		5,090	13,200				
Maryland .....	200,000		80,000				
Massachusetts .....	39,213	106,000	41,000	140	\$19,606		184,500
Michigan .....	40,000		5,000	1,828			
Minnesota .....	11,000		5,643		2,555		
Mississippi .....			1,340				
Missouri .....	500		21,602				
Nebraska .....			9,483				
Nevada .....	1,000						
New Hampshire .....		2,000	2,400				
New Jersey .....	8,000	2,650	9,161		1,537		
New York .....	200	21,557	1,041,400	8,829	756		25,500
North Carolina .....			2,532				
Ohio .....	300		7,050				115,000
Oregon .....			223	1,800			
Pennsylvania .....		25,000	135,514	25,020	250	3,145	
Rhode Island .....							
South Carolina .....			3,336		50		
Tennessee .....	3,800	2,500	2,725				
Texas .....	3,000		18,155				
Vermont .....	500	23,000	8,030				
Virginia .....			18,425				
West Virginia .....							
Wisconsin .....	5,000	1,200		2,200			
Dakota .....		500	15,060				
District of Columbia .....							
Indian Territory .....			18,378				
Montana .....							
New Mexico .....			3,680				
Utah .....			9,418				
Washington .....			50,200				
Total .....	822,813	276,916	1,629,213	40,667	24,754	3,145	543,487



TABLE XXI.—*Statistical summary of benefactions, by institutions, for the year 1884-'85.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.
Universities and colleges.....	\$5,134,460	\$2,714,204	\$949,319
Schools of science.....	562,371	381,405	26,438
Schools of theology.....	681,855	315,985	196,283
Schools of law.....	150		
Schools of medicine and pharmacy.....	94,250	650	93,000
Institutions for the superior instruction of women.....	322,813	257,300	33,638
Preparatory schools.....	276,916	117,629	63,990
Institutions for secondary instruction.....	1,629,213	1,283,777	224,934
Institutions for the deaf and dumb and the blind.....	40,667	28,587	1,800
Training schools for nurses.....	24,754	850	3,044
Institutions for feeble-minded children.....	3,145	3,145	
Miscellaneous.....	543,487	293,987	244,500
Total.....	9,314,081	5,402,519	1,836,946

Institutions.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.....	\$339,997	\$136,050	\$43,229	\$194,533	\$702,078
Schools of science.....	107,000	25,546	5,826	1,741	14,421
Schools of theology.....	77,712	6,000	15,678	25,000	45,197
Schools of law.....		150			
Schools of medicine and pharmacy.....					600
Institutions for the superior instruction of women.....		12,000	6,300	2,009	11,575
Preparatory schools.....	70,000	90	35	150	25,022
Institutions for secondary instruction.....		14,605	34,400	640	70,857
Institutions for the deaf and dumb and the blind.....			140	20	10,120
Training schools for nurses.....			250		20,610
Institutions for feeble-minded children.....					
Miscellaneous.....					
Total.....	644,709	194,435	110,858	224,134	900,480

The foregoing summary exhibits the total of donations and legacies by individuals in aid of education for the year ending June 30, 1885, so far as reported to this Office, and the classes of institutions that are the recipients of the benefactions. The total amount reported, viz, \$9,314,081, exceeds the benefactions for any single year since 1873, when the total was \$11,226,977. More than half the entire sum donated during

the present year is for the benefit of colleges and universities. Institutions for secondary instruction receive \$1,629,213, the largest amount credited to them in any year. For full particulars concerning these benefactions, their sources, purposes, etc., the reader is referred to Table XXI of the Appendix.

## LIST OF HISTORICAL SOCIETIES IN THE UNITED STATES.

This preliminary list of historical societies, compiled from two lists—one published by the *Magazine of American History*, August, 1884, the other by the *Magazine of Western History*, February, 1885, and both prepared by Gen. Charles W. Darling, corresponding secretary of the Oneida Historical Society, Utica, N. Y.—and from the incomplete files of this Office, is published with the hope that other historical societies and kindred organizations may become interested and supply such data as will enable the Office to give a much more complete and satisfactory list in a subsequent Report:

State.	Society.	City or town.
Alabama .....	Alabama Historical Society.....	Tuscaloosa.
Arkansas .....	Arkansas Historical Society.....	Little Rock.
California.....	Historical Society of Southern California .....	Los Angeles.
Do.....	Society of California Pioneers .....	San Francisco.
Do.....	Territorial Pioneers of California .....	Do.
Do.....	California Historical Society.....	Do.
Colorado.....	State Historical Society .....	Denver.
Connecticut .....	Connecticut Historical Society.....	Hartford.
Do.....	American Oriental Society.....	New Haven.
Do.....	New Haven Colony Historical Society.....	Do.
Do.....	New London County Historical Society.....	New London.
Delaware .....	Delaware Historical Society .....	Wilmington.
Georgia.....	Macon Public Library and Historical Association.....	Macon.
Do.....	Georgia Historical Society.....	Savannah.
Illinois .....	Chicago Historical Society.....	Chicago.
Indiana .....	Indiana Historical Society.....	Indianapolis.
Iowa.....	Academy of Natural Science .....	Davenport.
Do.....	Iowa State Historical Society .....	Iowa City.
Kansas .....	Kansas State Historical Society .....	Topeka.
Kentucky .....	Kentucky Historical Society .....	Frankfort.
Do.....	Historical and Scientific Society.....	Maysville.
Louisiana.....	Louisiana Historical Society.....	Baton Rouge.
Maine.....	Bangor Historical Society .....	Bangor.
Do.....	Maine Historical Society.....	Portland.
Do.....	Gorges Society.....	Do.
Do.....	Maine Genealogical Society.....	Do.
Do.....	Sagadahoc Historical Society .....	Bath.
Do.....	York Institute.....	Saco.
Do.....	Historical Society.....	York.
Maryland.....	Maryland Historical Society.....	Baltimore.
Do.....	Johns Hopkins University.....	Do.
Do.....	American Historical Association .....	Do.
Massachusetts.....	Massachusetts Historical Society.....	Boston.
Do.....	Archæological Institute of America .....	Do.
Do.....	New England Historic-Genealogical Society.....	Do.
Do.....	Boston Numismatic Society .....	Do.
Do.....	Webster Historical Society.....	Do.
Do.....	Boston Memorial Association.....	Do.
Do.....	Military Historical Society .....	Do.
Do.....	Bostonian Society .....	Do.
Do.....	Universalist Historical Society.....	College Hill.
Do.....	American Congregational Historical Society.....	Chelsea.

*List of historical societies in the United States—Continued.*

State.	Society.	City or town.
Massachusetts.....	Dedham Historical Society .....	Dedham.
Do.....	Pecumtuck Valley Memorial Association.....	Deerfield.
Do.....	Dorchester Historical Society .....	Dorchester.
Do.....	Historical Society .....	Lexington.
Do.....	Old Residents' Historical Society.....	Lowell.
Do.....	New England Methodist Historical Society.....	Malden.
Do.....	Antiquarian and Historical Society.....	Newburyport.
Do.....	Pilgrim Society.....	Plymouth.
Do.....	Historical Society .....	Rehoboth.
Do.....	Essex Institute.....	Salem.
Do.....	Historical Society .....	South Natick.
Do.....	Old Colony Historical Society .....	Taunton.
Do.....	Weymouth Historical Society .....	Weymouth.
Do.....	Rumford Historical Society.....	Woburn.
Do.....	American Antiquarian Society .....	Worcester.
Do.....	Historical Society .....	Winchester.
Michigan.....	Wayne County Pioneer Society.....	Detroit.
Do.....	Michigan Historical Society .....	Do.
Do.....	Pioneer Society.....	Do.
Do.....	Houghton County Historical Society .....	Houghton.
Do.....	Pioneer Society of the State of Michigan .....	Lansing.
Minnesota.....	Ortonville Historical Society.....	Ortonville.
Do.....	Minnesota Historical Society .....	St. Paul.
Mississippi.....	Mississippi Historical Society .....	Jackson.
Missouri.....	Missouri Historical Society of St. Louis .....	St. Louis.
Montana.....	Historical Society .....	Helena.
Nebraska.....	Nebraska State Historical Society .....	Lincoln.
New Hampshire.....	New Hampshire Historical Society.....	Concord.
Do.....	New Hampshire Antiquarian Society.....	Contoocook.
Do.....	Nashua Historical Society .....	Nashua.
New Jersey.....	New Jersey Historical Society .....	Newark.
Do.....	New Brunswick Historical Club.....	New Brunswick.
Do.....	New England Society .....	Orange.
Do.....	Passaic County Historical Society .....	Paterson.
Do.....	Salem County Historical Society.....	Salem.
Do.....	Vineland Historical Society .....	Vineland.
New Mexico.....	Historical Society of New Mexico .....	Santa Fé
New York.....	Albany Institute .....	Albany.
Do.....	Cayuga County Historical Society.....	Auburn.
Do.....	Genesee County Pioneer Association.....	Batavia.
Do.....	Long Island Historical Society .....	Brooklyn.
Do.....	Buffalo Historical Society.....	Buffalo.
Do.....	Chautauqua Historical Society .....	Jamestown.
Do.....	Ulster County Historical Society.....	Kingston.
Do.....	Livingston County Historical Society .....	Mt. Vernon.
Do.....	Historical Society of Newburg Bay .....	Newburg.
Do.....	American Archæological Council.....	New York.
Do.....	American Ethnological Society.....	Do.
Do.....	American Geographical Society .....	Do.
Do.....	American Numismatical and Archæological Society..	Do.
Do.....	American Philological Society.....	Do.
Do.....	Genealogical and Biographical Society .....	Do.
Do.....	Historical and Forestry Society.....	Nyack.
Do.....	Onondaga Historical Society.....	Onondaga.



*List of historical societies in the United States—Continued.*

State.	Society.	City or town.
New York .....	Oneida Historical Society .....	Utica.
Do.....	Waterloo Historical Society .....	Waterloo.
Do.....	West Chester Historical Society .....	White Plains.
Ohio .....	Historical and Philosophical Society of Ohio.....	Cincinnati.
Do.....	Western Reserve and Northern Historical Society....	Cleveland.
Do.....	New England Society of Columbus .....	Columbus.
Do.....	Licking County Pioneer Historical and Archæological Society.	Newark.
Do.....	Western Ohio Pioneer Association.....	New Carlisle.
Do.....	Firelands Historical Society .....	Norwalk.
Do.....	Toledo Historical and Geographical Society .....	Toledo.
Do.....	Maumee Valley Pioneer Association.....	
Oregon .....	Pioneer and Historical Society .....	Astoria.
Do.....	Oregon Pioneer Association .....	Butterville.
Pennsylvania .....	Library of the Archives of the Moravian Church.....	Bethlehem.
Do.....	Hamilton Library and Historical Association.....	Carlisle.
Do.....	Historical Society of Franklin County.....	Chambersburg.
Do.....	Bucks County Historical Society .....	Doylestown.
Do.....	Lutheran Historical Society .....	Gettysburg.
Do.....	Dauphin County Historical Society.....	Harrisburg.
Do.....	Linnaean Scientific and Historical Society .....	Lancaster.
Do.....	Crawford County Historical Society .....	Meadville.
Do.....	Moravian Historical Society .....	Nazareth.
Do.....	Newport Historical Society.....	Newport.
Do.....	Historical Society of Montgomery County.....	Norristown.
Do.....	American Philosophical Society .....	Philadelphia.
Do.....	German Society of Pennsylvania.....	Do.
Do.....	Franklin Institute .....	Do.
Do.....	Historical Society of Pennsylvania .....	Do.
Do.....	Numismatic and Antiquarian Society.....	Do.
Do.....	Friends' Historical Association.....	Do.
Do.....	Catholic Historical Society .....	Do.
Do.....	Presbyterian Historical Society .....	Do.
Do.....	American Baptist Historical Society.....	Do.
Do.....	International Scientific Association.....	Do.
Do.....	Library Company Historical Society.....	Do.
Do.....	Historical Society of Pittsburg and Western Pennsylvania.	Pittsburg.
Do.....	Bradford County Historical Society.....	Towanda.
Do.....	Wyoming Historical and Geological Society .....	Wilkes Barre.
Rhode Island .....	Newport Historical Society .....	Newport.
Do.....	Rhode Island Historical Society .....	Providence.
Do.....	Rhode Island Soldiers' and Sailors' Historical Society.	Do.
South Carolina.....	South Carolina Historical Society.....	Charleston.
Tennessee .....	Tennessee Historical Society .....	Nashville.
Texas .....	Historical Society of Galveston.....	Galveston.
Vermont.....	Middlebury Historical Society.....	Middlebury.
Do.....	Vermont Historical Society.....	Montpelier.
Virginia .....	Virginia Historical Society .....	Richmond.
Do.....	Southern Historical Society .....	Do.
Do.....	Historical Society of Roanoke College.....	Salem.
West Virginia.....	West Virginia Historical Society .....	Morgantown.
Wisconsin .....	State Historical Society of Wisconsin.....	Madison.
Do.....	Milwaukee Pioneer Club.....	Milwaukee.
Do.....	Old Settlers' Historical Society.....	Racine.

## EDUCATION IN FOREIGN COUNTRIES.

## I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: area, 115,903 square miles; population (December 31, 1880), 22,144,244. Capital, Vienna; population, 1,163,857. Minister of public instruction, Conrad von Eybesfeld.

The following statistics are taken from the "*Oesterreichische Statistik*," B. IX, Heft I, and "*Statistik der Unterrichts-Anstalten*" for 1882-'83, published in 1885.

*Higher instruction.*—The number of teachers at the different Austrian universities in the winter of 1882-'83 was 969, of whom 322 were at Vienna; 133 at Grätz; 89 at Innsbruck; 159 in the newly established German section at Prague, and 61 in the Bohemian section, 220 in all; 62 at Lemberg; 105 at Cracow; and 38 at Czernowitz. Of the total number, 326 were regular or ordinary professors; 148 were extraordinary; 249 were *Privat-docenten*; and the rest were assistants, special teachers, etc. The theological faculties had 73 professors, the law faculties 135, the medical 347, and the philosophical 414. These figures show an increase in the teaching force at all the universities of 27 persons since the previous year. The students during the winter semester numbered 11,467, and 10,667 in summer, against 10,594 and 9,766, respectively, the previous year. Of the 11,467 in the winter semester, 5,000 were at Vienna, 965 at Grätz, 686 at Innsbruck, 2,750 at Prague (1,695 in the German, and 1,055 in the Bohemian universities), 985 at Lemberg, 811 at Cracow, and 270 at Czernowitz. As to nationality, 9,472 were from the different provinces of Austria, and 1,995 from other countries. As to native language, 5,315 were German, 2,198 Czech-Slavonians, 1,670 Poles, 511 Ruthenians, 175 Slovenians, 315 Croatsians and Servians, 377 Italians, 160 Roumanians, 625 Magyars, and 118 others. As to religious belief, 8,744 were Catholics, 321 were Oriental Greeks, 352 Evangelicals, 21 Unitarians, 1,997 Jews, 13 belonged to other confessions, and 19 were without religious connections. The number of those receiving stipends in the winter semester was 1,381, and they received 237,836 gulden (\$93,469). In the summer these figures fell to 775 students and 111,547 gulden (\$43,838).

The six higher institutions for technical instruction had 337 professors and teachers, 2,785 students in the winter semester and 2,578 in summer. They have faculties of engineering, architecture, mechanical engineering, chemistry, and technology. The technical institute at Vienna had 92 professors and teachers and 1,282 students; that at Grätz 53 professors and 217 students; the German technical institute at Prague 49 professors and 338 students, the Bohemian 59 professors and 612 students; the institution at Brünn had 38 professors and 119 students, and that at Lemberg 46 professors and 217 students. Of the 2,785 students, 2,376 were Austrian, and 409 from other countries; 1,327 were of German origin, 794 were Czech-Slavonians, 333 were Poles, and the rest of different nationalities. As to religion, 2,039 were Catholics, 567 were Jews, 112 Evangelicals, and 58 Oriental Greeks. There were 304 stipendiaries in the winter semester of 1882-'83, who received 52,710 gulden (\$20,715). The numbers fell in summer to a total of 2,449 students, of whom 154 were stipendiaries, with 23,355 gulden (\$9,178). The superior agricultural institution in Vienna had 39 professors and teachers and 508 students in the winter semester.

The mining academy at Leoben had 21 professors and teachers and 172 students, and that at Příbram 8 professors and 21 students, at the end of the year 1882-'83. The ten art schools had 35 teachers and 453 students. The forty-five Latin-Catholic theological schools had 228 professors and teachers and 1,666 students, of whom 240 were stipendiaries, receiving 19,619 gulden (\$7,710); the Greek-Catholic school at Przemyśl, Galicia, had 5 professors and 28 students; the Armenian-Catholic school at Vienna had 1 professor and 1 student; the Greek-Oriental school at Zara, Dalmatia, had 5 professors and 18 students, of whom 16 were stipendiaries, receiving 2,270 gulden (\$892); the evangelical seminary in Vienna had 6 professors and 27 students, 10 of

whom were stipendiaries, receiving 750 gulden (\$295). This makes a total of 245 professors and teachers in the 49 theological institutions, and 1,740 students (at the end of the year), aside from the theological faculties of the universities.

*Secondary instruction.*—There are 131 *Gymnasien*, with 2,601 teachers of all kinds and 42,191 students at the end of the school year; the *Realgymnasien* numbered 35, with 669 teachers and 9,702 students; the *Realschulen* 80, with 1,419 teachers and 15,236 students. The male teachers' seminaries numbered 42, with 593 teachers and 5,783 students, and those for females numbered 28, with 385 teachers and 3,009 students.

Of the 42,191 students attending the *Gymnasien*, 41,083 were Austrians, and 1,108 foreigners of different nationalities. As to native language, 19,142 were Germans, 9,276 Czech-Slavonians, 7,911 Poles, 1,699 Ruthenians, 1,465 Slovenians, 539 Servians and Croatians, 1,573 Italians, 332 Roumanians, and 169 Magyars. As to religion, 34,627 were Catholics, 6,020 were Jews, 945 Evangelicals, and 564 Oriental Greeks. There were 2,414 stipendiaries, receiving 289,654 gulden (\$113,834).

Of the 9,702 students of the *Realgymnasien*, 3,099 were of German origin, 5,757 Czech-Slavonian, 535 were Poles, and 263 were Ruthenians, the rest being insignificant in numbers. The Catholics numbered 8,225, the Jews 1,186, and the Evangelicals, 280.

Of the 15,236 students in the *Realschulen*, 9,030 were German, 3,942 Czech-Slavonian, 945 were Polish, 779 Italian, and the rest were Slovenians, Servians, Magyars, etc. The Catholics numbered 12,263, the Jews 2,237, and the Evangelicals, 641. The stipendiaries numbered 367, and received 39,872 gulden (\$15,670).

There were 65 business or commercial colleges in Austria in 1882-'83, with 475 teachers and 7,956 students, and 407 technical-industrial schools (*Gewerbeschulen*), with 1,993 teachers and 36,154 students. The latter schools were divided into special schools for art industry, building, machinery, etc.; drawing and review schools; and schools for special subjects, such as goldsmiths' work, basket-making, wood-working, weaving, watch-making, glass-working, etc. The singing and music schools numbered 197, with 558 teachers and 10,534 students. There were 68 farming and forestry schools, with 389 teachers and 2,209 scholars; 5 mining schools, with 10 teachers and 95 students; and 3 naval schools, with 25 teachers and 73 students. The veterinary institutions numbered 4, with 26 teachers and 469 students, and the schools of midwifery 14, with 22 teachers and 713 students. There were 213 schools for teaching female work, with 410 teachers and 12,539 students; other educational institutions for giving instruction in special subjects numbered 236, with 2,267 teachers and 14,069 pupils.

*Elementary instruction.*—The public elementary and burgher schools numbered 15,944, with 52,314 teachers and 2,557,747 pupils. There were also 944 private schools with 84,102 pupils. In 6,733 of the 15,944 public elementary schools German was the language of instruction, in 4,018 Czech-Slavonian, in 1,364 Polish, in 1,611 Ruthenian, 863 Italian, 476 Slavonian, 306 Servo-Croatian, 53 Roumanian, 3 Magyar, and 492 were mixed.

If we add together the number of students in the various grades of instruction, we have for superior instruction of all kinds 16,064, for secondary instruction proper 75,921, for business, technical, and other special institutions of various kinds 84,816, for public elementary instruction 2,557,747, and for private elementary instruction 84,102, making a total of 2,818,650 persons receiving instruction at the close of the scholastic year 1882-'83. The number of students attending the universities was 10,667, and of those attending the superior technical institutions and mining academies 2,771. The number at the *Gymnasien* was 42,191, and at the *Realschulen* 15,236. The number attending gymnasial studies in the *Realgymnasien* would increase the number of those taking a humanistic course.

These figures give an idea of the relative importance attached to liberal and technical education in Austria.



The Bureau is indebted to Mr. Edmund Jussen, U. S. consul-general at Vienna, for the following statistics of Vienna schools and for a copy of that part of the Austrian budget for 1885-'86 which relates to educational affairs, from which the appropriations given below are taken.

There were 70 public elementary schools for boys, 72 for girls, and 24 for both sexes, or mixed schools, in Vienna in 1884-'85. The attendance was 76,884, and the teachers numbered 1,530 (1,059 male and 471 female). The expenditures for these schools amounted to 3,001,980 florins (\$1,179,778), of which sum 1,774,908 florins (\$697,539) were paid for teachers' salaries and the hire of servants.

The state appropriation for education in Austria for 1885-'86 was 12,936,836 gulden (\$5,084,176), distributed as shown in the following table:

*Universities.*

For the university in Vienna .....	\$510, 979
For the university in Innsbruck.....	86, 696
For the university in Grätz .....	112, 870
For the university in Prague (both sections).....	330, 473
For the university in Lemberg.....	69, 640
For the university in Cracow .....	143, 708
For the university in Czernowitz .....	40, 636
Zoological station at Trieste and stipends .....	4, 441
<b>Total for the universities .....</b>	<b>1, 299, 443</b>

For theological seminaries outside of the universities.....	21, 780
For superior technical institutes ( <i>technische Hochschulen</i> ).....	372, 250
For the superior agricultural institute at Vienna .....	43, 614
For instruction of teachers at superior institutes .....	7, 860
For stipends .....	1, 572

*Secondary instruction.*

For <i>Gymnasien</i> and <i>Realgymnasien</i> .....	1, 425, 725
For <i>Realschulen</i> .....	498, 613
For examining committees, gymnastics, stipends, increase of salaries.....	10, 257
<b>Total for secondary instruction .....</b>	<b>1, 934, 595</b>

For libraries .....	9, 078
For industrial education.....	580, 647
For special institutions (veterinary, naval schools, etc).....	50, 933
For public elementary schools .....	643, 897
For foundations and scholarships .....	75, 060
For sundry expenses.....	33, 447

The budget also contains statistics later than the official statistics of education published in 1885, and are as follows:

*Superior instruction.*—In 1884-'85 the attendance at the universities was as follows: Vienna, 5,421; Grätz, 1,110; Innsbruck, 740; Prague (German, 1,447; Bohemian, 1,757), 3,204; Cracow, 918; Lemberg, 986; Czernowitz, 269; total, 12,648. In the winter semester of 1885-'86 the totals were, at Vienna, 5,157; at Grätz, 1,175; Innsbruck, 797; Prague (German, 1,518; Bohemian, 1,955), 3,473; Cracow, 1,025; Lemberg, 1,005; Czernowitz, 263; total, 12,895. The superior technical institutes (*technische Hochschulen*) were attended by 2,173 students in 1884-'85, and 1,972 in 1885-'86.

*Secondary instruction.*—*Gymnasien* and *Realgymnasien*.—The attendance at these in-

stitutions in 1883-'84 was 54,728; in 1884-'85 it was 55,922; and in 1885-'86 it was 56,441. The attendance at the *Realschulen* was 16,940 in 1883-'84, 17,562 in 1884-'85, and 18,371 in 1885-'86. The industrial schools had 7,312 students in all the courses in 1885-'86, the schools of drawing and modeling 1,230, and the schools in which instruction in special industrial branches is given, 5,671. The normal schools for males numbered 39, with an attendance of 4,156 in 1884-'85, and 4,215 in 1885-'86; those for females numbered 18, with 2,032 students in 1884-'85, and 2,041 in 1885-'86.

b. HUNGARY, constitutional monarchy: area, 125,029 square miles; population (Dec. 31, 1880), 15,642,102 (including Croatia and Slavonia with military frontier, Transylvania and the town of Fiume). Capital, Buda-Pesth: population, 360,551. Minister of public instruction, Dr. August von Trefort.

*Primary instruction.*—The number of children of school age in 1883 was 2,242,537, an increase of 27,150 over the preceding year. The number attending school was 1,756,836. The number of schools was 16,090, with 22,858 rooms. Of the total number 85 per cent. were confessional schools, 2.63 per cent. state schools, 11.14 per cent. communal or district schools, and 1.04 per cent. private schools. The teachers numbered 22,984, of whom 20,607, or 89.65 per cent., were males. The expenditures for elementary schools were 12,186,825 fl. in 1883 (\$4,789,422). This amount was obtained as follows:

Source.	Florins.	Per cent.
From revenues from real estate .....	1,849,740	15.2
From interest on capital.....	358,235	2.94
From school money .....	1,601,178	13.14
From government aid .....	1,065,682	8.75
From commune or district aid.....	3,696,753	30.3
From church aid.....	2,882,057	23.65
From other sources.....	733,180	6.02

Most of the expenditure was for salaries, viz., 9,558,608 fl., or 78.45 per cent. of the whole; heating and cleaning cost 823,347 fl., or 6.75 per cent. of the total expenditure; building and repairs 966,053 fl., or 7.92 per cent.; and aid for poor scholars 123,215 fl., or 1.05 per cent.

The teachers' seminaries numbered 71, of which 53 were for males, 17 for females, and 1 for both sexes. Twenty-four of them were government seminaries, 46 confessional, and 1 private. There were 674 teachers and 3,594 pupils.

In 1883-'84 there were 34 independent schools for instruction in technical industries (weaving, wood-working, sewing, etc.), 12 combined with other schools, and 13 in orphan asylums. They had 83 teachers and 2,529 pupils.

The teachers' pension institute had 30,091 members, with a fund of 3,993,967 fl. (\$157,159); 1,756 persons, 1,573 of whom were widows and orphans, received aid from the institute.

Of the 1,756,836 children attending school, 923,958 were Roman Catholics, 135,134 were Greek Catholics, 192,545 Greek Orientals, 252,701 Reformed, 165,482 Evangelical, 7,248 Unitarians, and 79,754 Jews. As to language, 877,656 were Magyars, 269,856 Germans, 221,848 Roumanians, 273,118 Slovaks, 43,670 Servians, 30,221 Croatians, and 40,467 Ruthenians.

*Secondary instruction.*—The new law affecting secondary instruction went into effect in 1884. It redistributes the educational districts with reference to the language spoken in different parts of the country and the prevailing religion. This change made modifications in regard to the supervision necessary, and changes in the examinations were also introduced.

In the school year 1883-'84 there were 178 secondary schools in Hungary, of which 145

were *Gymnasien* of different degrees, 27 *Realschulen*, and 6 were mixed—*Realgymnasien*. Twenty-eight of these schools were maintained and aided by the Government, 23 by city treasuries, 18 from the *Studienfond*, 42 by the Roman Catholic clergy, 3 by the Greek Catholics, 3 by the Greek Orientals, 27 by Protestants of the Augsburg confession, 23 by the Protestants of the Helvetian confession, 1 by both combined, 2 by Unitarians, 1 by Jews, and 3 were private institutions. These schools were attended by 40,473 students, 35,243 at the *Gymnasien* and 5,230 at the *Realschulen*, during the year, of whom 37,520 remained at the end of the year. Of this number 45.41 per cent. were Roman Catholics, 4.41 per cent. were Greek Catholics, 5.01 per cent. were Oriental Greeks, 14 per cent. were Protestants of the Helvetian confession and 11.11 per cent. of the Augsburg confession, 19.69 per cent. were Jews, and 0.38 per cent. Unitarians. As to nationality, 70.5 per cent. were Hungarians, 15.4 per cent. Germans, 5.9 per cent. Roumanians, 0.5 per cent. Italians, 4.5 per cent. Slovaks, 2.1 per cent. Servo-Croatians, 0.4 per cent. Ruthenians, and 0.6 per cent. of other nationalities.

The number of professors and teachers was 2,256. The expenditure for secondary instruction was 3,568,989 fl. (\$1,402,613), 60.87 per cent. of which was paid for salaries. Of the 37,520 students of the secondary schools, 3,171, or 8.5 per cent., were stipendiaries.

There were seminaries for teachers of secondary schools at Buda-Pesth and Klausenburg, with 21 professors and 48 students, and 15 professors and 31 students, respectively.

*Superior instruction.*—In 1883-'84 there were 51 theological institutions, with 1,857 students and 298 professors. Classified as to religious belief, 45.4 per cent. of the students were Roman Catholics, 15.5 per cent. Greek Catholics, 12.8 per cent. Greek Orientals, 7.5 per cent. Evangelicals (Augsburg confession), 14.6 per cent. Evangelicals (Helvetian confession), 0.7 per cent. Unitarians, and 3.5 per cent. were Jews.

The 13 law academies had 367 students in the winter semester of 1883-'84, and in summer 733. The Roman Catholics amounted to 45.4 per cent. of the total, the Protestants of both confessions to 33.5 per cent., and the Jews to 8 per cent. The great majority, amounting to 88.9 per cent., spoke Hungarian, 3.9 per cent. German, 5.3 per cent. Roumanian, and the rest other languages. There were 135 professors.

The university buildings at Buda-Pesth, which were begun in the previous year, were completed in 1883-'84. The university had 173 professors and teachers of various grades, and 3,369 students in the winter semester, which number fell to 3,083 in summer. Almost all the students, viz., 98.12 per cent., were from Hungary proper. As to religion, 33.7 per cent. were Roman Catholics, 2.1 per cent. and 2.8 per cent. were Greek Catholics and Greek Orientals, respectively, 24.2 per cent. were Evangelicals, 2 per cent. Unitarians, and 32 per cent. were Jews. The Franz-Josef University at Klausenburg had 62 professors and teachers, with 477 students in the winter and 446 in the summer semester, all of whom were from Hungary. The Roman Catholics formed 50.2 per cent. of the total number of students, the Greek Catholics 6.9 per cent., the Greek Orientals 1.8 per cent., the two Evangelical confessions 29.5 per cent., the Unitarians 4.5 per cent., and the Jews 5.8 per cent. In both universities the law faculties had the greatest number of students, and the medical faculties stood next. The expenditures for the universities were 833,463 fl. (\$327,551) for Buda-Pesth, and 263,121 fl. (\$103,406) for Klausenburg.

The Josefs-Polytechnicum in Buda-Pesth had 33 professors, and 645 students in the winter and 571 in the summer semester of 1883-'84. The classes or faculties were those of architecture, engineering, mechanical engineering, and chemistry. The engineering class had 57.4 per cent. of the total number of students, mechanical engineering 23.7 per cent., architecture 7.9 per cent., and chemistry 3.7 per cent.

*Philanthropic and art institutions.*—The Royal National Institution for the Deaf and Dumb at Waitzen had 93 deaf and dumb children, in charge of a director, with 7 male teachers, two assistants, and one female teacher to give instruction in female hand-work. Pupils are taught to speak and understand others by the movement of the lips. They learn handicrafts also. The institution is supported partly by the State,



partly from the income from foundations and gifts of private individuals. Of the 93 students, 43 were supported by foundations established by the State, 31 by private foundations, and the rest were educated at their own expense. Fifty-nine of the pupils were boys and 34 were girls. The national Jewish institution for the deaf and dumb at Buda-Pesth was founded by a former resident of that city, Anton Fochs, for deaf and dumb Jewish children of both sexes born in Hungary. It occupies a large and handsome building, containing 33 rooms. It had sixty pupils and 4 male and 3 female teachers in 1883-'84.

The blind asylum at Buda-Pesth had 86 pupils and 16 teachers. The boys numbered 67 and the girls 19. Music (instrumental) and handwork (basket-work, straw-work, etc.) were the principal practical subjects studied. The theoretical instruction was adapted to the sense of touch of the pupils, and consisted principally of reading and writing in relief letters (*Punctirschrift*) and arithmetic.

The orphan asylums and crèches numbered 58, with 2,001 inmates, 96 male and female teachers, and 58 curators and managers. There were 1 secondary and 24 elementary common schools, and 1 burgher school at the asylums. Various handicrafts were taught in addition to the usual school studies. The private institution for the care and education of idiots at Buda-Pesth had 13 inmates.

Of the art institutions the national theater school had 26 students in the dramatic section (11 males and 15 females), and nine in the operatic section—all of whom were females. The national music academy had 43 male and 404 female students in 1883-'84.

The school for painting (*Meisterschule*) was opened at Buda-Pesth on November 19, 1883, and forms the first step towards the establishment of an academy of arts. Its students numbered 14. Three of them were sent at the expense of the Government to Munich, Vienna, and Florence, to make copies of celebrated pictures there. Besides this institution the drawing school (also a *Meisterschule*) had 109 pupils in the winter semester of 1883-'84.

The Royal Hungarian Art-Industrial School is of recent origin, and is still in course of development. It is a government institution, and is intended to supply a complete education in the different branches of art-industry, with instruction in the principles of special branches of applied science. Accordingly the preparatory course embraces technical and art drawing, elementary and descriptive geometry and perspective, ornamental, architectural, and figure drawing, history of art and principles of style, and anatomy. The special instruction embraces architectural designing, wood, metal, and ceramic decoration, modeling in clay, wood, plaster, and wax, metal working, galvano-plastics, wood cutting, wall and ceiling frescoing, etc.

The Hungarian national museum contains a library, a numismatic and archæological collection, a collection of prehistoric relics, a zoological and mineralogical collection, and a picture gallery.

The Royal Hungarian Technological Industrial Museum was started in 1883, and is devoted principally to wood and metal working industries. Lectures on subjects connected therewith are given in the evenings, with demonstrations. The museum contains collections of machines and products, and a library.

BELGIUM, constitutional monarchy: area, 11,373 square miles; population (Dec. 31, 1884), 5,784,958. Minister of public instruction, M. J. Thonissen.

*Effect of the school law of 1884.*—The text of the law was given in my Report for 1883-'84. The immediate effect of its operation has been to close a large number of public primary schools and retire their teachers, so that it is said that many communes are now destitute of public elementary schools. Several normal schools have also been closed and their teachers dismissed. On the other hand, the number of cloister schools has increased, and several episcopal normal schools have been established.

*Elementary instruction.*—The statistics of elementary instruction proper, in the "*Annuaire statistique de la Belgique*" for 1884, are not given for a later date than 1881, and were published in my Report for 1882-'83.

At the close of 1883 there were 6 state normal schools, and 8 normal sections at institutions for secondary instruction for male students, with a total of 1,375 students, a decrease of 177 since 1881. The 6 state normal schools and 7 normal sections for female students had an attendance of 1,282 students in 1883, a decrease of 268 since 1881.

*Secondary instruction.*—The two normal schools and two normal sections for secondary instruction for males had a total attendance of 153 students in 1883-'84, a decrease of 9 from the previous year, and the two normal sections for females at Liège and Brussels had an attendance of 63, a decrease of 11 from the previous year.

The number of state institutions for secondary instruction was 146 in 1883, of which 25 were royal atheneums, 85 were secondary schools for young men and 36 for young women. The communal colleges and secondary schools (for boys) subsidized by the state numbered 10, making a total of 156 secondary institutions. The number of state institutions in 1881 was 113, in 1882, 135, thus showing a constant increase up to the end of 1883, when it was, as above stated, 146. The communal institutions decreased from 17 in 1881, to 10 in 1883. The royal atheneums had an attendance of 5,943 in 1883, the state secondary schools for young men 13,192, and for young women 4,673. Of the subsidized communal schools the colleges had 407, and the secondary schools 1,380 students. This makes a total of 25,595 persons receiving secondary instruction in 1883, an increase of 2,648 since 1881.

The allowance for secondary instruction in 1882 was 4,105,352 fr. (\$792,333), of which 2,652,360 fr. were from state appropriations.

*Superior and special instruction.*—At the state university of Ghent there were 870 students in the school year 1883-'84, and at Liège 1,454 students. At the independent universities of Brussels and Louvain there were 1,686 and 1,554 students, respectively. These figures include students of the special schools, viz, 292 at the schools of civil engineering and arts and manufactures at Ghent, the schools of mines, arts and manufactures, and mechanics at Liège, with 295 students, the polytechnic school at the university of Brussels with 126 students, and 184 at the special schools of the university of Louvain. The total number of students was 5,564 in 1883-'84, of whom 720 were in the philosophical faculty, 1,213 in the faculty of sciences, 1,403 in the law faculty, 1,272 in the medical, and 59 in the theological, and 897 attended the special schools. The number of students of this grade of instruction per 100,000 inhabitants was 97. The allowance for the two state universities in 1882 was 1,369,035 fr., of which 1,366,013 fr. (\$263,640) were expended.

The Royal Academy of Fine Arts at Antwerp had an attendance of 1,436 students in 1883. Besides this institution the 80 academies and drawing schools in the different provinces were attended by 10,790 students. The royal conservatories of music at Brussels and Liège had an attendance of 574 and 557 students, respectively. The 89 other conservatories and schools of music in the various provinces had a total of 8,508 students.

The veterinary school at Brussels had 87 students in 1883, the agricultural institute at Gembloux 75, the school of practical horticulture at Vilvoorden 32, the state horticultural school at Ghent 25; total, 219 students. There were 49 apprentice workshops subsidized by the state, with 969 apprentices, of whom 8.77 per cent. were illiterate. The number of workmen who were trained in these schools in 1883 was 493, and 23,977 have been so trained since the shops were established. There were 35 industrial schools with 9,354 pupils in 1881-'82, and in 1882-'83 the schools numbered 36 with 10,417 pupils. The school of industry and mines of the province of Hainault at Mons had 75 students in 1882-'83, and the superior commercial institute at Antwerp 111 students.

The expenditures for this branch of instruction in 1883 were 71,151 fr. for the apprentice schools, 541,473 fr. for the industrial schools, 79,598 fr. for the school at Mons, and 81,285 fr. for the commercial institute at Antwerp; total, 773,507 fr. (\$149,287). Of this sum 341,875 fr. (\$65,982) were appropriated by the state.

*Illiteracy among recruits.*—Of the young men drawn for military service in 1884, 15.59



per cent. could neither read nor write, 2.91 per cent. could read only, 48.31 per cent. could read and write and no more, and 33.19 had received more advanced instruction. Those who could not write were therefore 18.50 per cent. of the number drawn. The proportion of men in the contingent for the militia who signed their names was 83.42 per cent., and of those signing with a cross 16.58 per cent.

In 1884 there were 392 political journals and periodicals in Belgium, of which 63 were dailies; 21 devoted to finance; 66 to agriculture, commerce, and industry; and 322 literary and other; total, 801 periodical publications of all kinds. In 1883 there were only 641.

DENMARK, constitutional monarchy: area, 14,124 square miles; population (estimated January 1, 1882), 2,018,432. Capital, Copenhagen: population (with suburbs), 273,323. Minister of public instruction, J. F. Scavenius.

The latest general information received at this Office in regard to education in Denmark may be found in my Report for 1882-'83.

FINLAND, a dependency of Russia: area, 144,255 square miles; population (1883), 2,142,093. Capital, Helsingfors: population (1883), 43,316.

*Superior instruction.*—Official statistics (from the "*Statistik Årsbok för Finland*," 1885) show that there were 70 professors and 805 students in the first semester, 1885. Of these, 119 were in the theological faculty, 200 in the law, 78 in the medical, 208 in the historical-philological section and 200 in the physical-mathematical section of the philosophical faculty. The income of the university in 1884 was 989,900 marks (\$191,051), of which 619,900 marks were from state aid, and the expenditure was 873,900 marks (\$168,673).

*Secondary instruction.*—The state complete lyceums numbered 11, of which 8 were Swedish and 3 Finnish; those with incomplete courses numbered 5, 2 being Swedish and 3 Finnish. The *Realschulen* with complete courses were 10 in number, 5 Swedish and 5 Finnish, and the incomplete *Realschulen* were 7, 2 Swedish and 5 Finnish. There were also 7 state schools for women, and 6 "lower elementary" schools classified in this grade. The totals were 29 Swedish and 17 Finnish institutions supported by the state, and 31 Swedish, 23 Finnish, and 2 German private schools aided by the state, including 38 for girls and 2 for female teachers. The 16 state and 12 private (subsidized) lyceums had 379 teachers and 4,069 students in 1883-'84, 248 teachers and 2,697 students being in the state schools and 131 teachers and 1,372 students in the private (subsidized) institutions. As to native language, 2,383 of the students were Swedes, 1,620 Finns, and 66 were of other nationalities. As to social position, 1,079 were sons of public functionaries, 668 were sons of ordinary citizens, 273 were sons of small proprietors, 120 of rustics, and 557 were unspecified. There were 4 preparatory schools with 13 teachers and 148 students.

<sup>3</sup> The 17 *Realschulen* had 123 teachers and 776 students in 1883-'84, of whom 486 were Swedes, 275 Finns, and 15 were of other nationalities. Their social position was as follows: sons of public officers, 161; 233 belonged to the citizen class; 69 were sons of small proprietors, 40 of rustics; and 268 were unclassified.

The 7 state and 40 private (subsidized) schools for girls, including two female teachers' seminaries, had 483 teachers and 3,834 students, 311 teachers and 2,510 students being Swedish, 133 teachers and 1,051 students Finnish, and 39 teachers and 273 students German.

*Primary instruction.*—There were 771 primary schools, with 993 teachers and 46,687 pupils, in the school year 1883-'84. Of these, 184 were boys' schools, 168 girls' schools, and 418 were mixed. As to nationality, 593 of the schools were Finnish, 158 were Swedish, 18 were Swedish-Finnish, and 2 were Russian. Of the 993 teachers, 447 were males and 546 females. There were 47 pupils to a teacher on the average. The majority of the schools, viz, 581, were in rural districts, leaving 190 for cities and towns. There were 322 rural districts, or communes, with schools, and 149 without. There were 42 teachers (29 male and 13 female) in the normal schools and 551 students.



*Technical instruction.*—The 2 professional technical schools at Åbo and Nikolaistad had 14 teachers and 68 students in 1883-'84, and the polytechnic institute at Helsingfors had 26 professors and teachers, and 128 students, in the first semester of 1885. There were also 7 naval schools with 178 students, and 4 commercial schools with 32 teachers and 160 pupils in the school year 1884-'85.

FRANCE, republic: area, 204,092 square miles; population (December 18, 1881), 37,672,048. Capital, Paris: population, 2,269,023. Minister of public instruction, René Goblet.

*Primary instruction.*—The following information is taken from the corrected report of Deputy Antonin Dubost, on the budget of the ministry of public instruction for 1885, published in the *Revue pédagogique*, February 15, 1885.

One of the principal points in the programme of democracy was the establishment of obligatory, free, and lay instruction, and these separate features had to be incorporated in the laws and realized in practice. It was an immense undertaking, which involved the preparation of teachers and the construction of new school-houses, in order to bring instruction within reach of all; the recasting of programmes and reorganization of all branches of the service of instruction; and the introduction and adoption of new financial measures, to make the new efforts fruitful.

The law of August 9, 1879, was the prelude to this great reorganization, and directed the establishment of a normal school for male and another for female teachers in each department. Then followed the law of June 16, 1881, which established absolute gratuity of instruction in the primary public schools. The law of March 28, 1882, made primary education obligatory and lay; and then came a series of laws, decrees, decisions, and instructions, establishing hamlet schools; organizing superior primary schools, maternal schools, apprenticeship schools (manual labor schools), normal courses in normal schools and superior primary schools; preparing teachers of manual labor and reorganizing military instruction; establishing scholarships in the superior primary schools; reorganizing the courses for adults; instituting school banks, etc. Finally, on March 18, 1884, a bill was introduced into the Chamber of Deputies reorganizing primary education.

This was the plan of national primary education. Its application can be seen in the comparative figures of different periods which follow:

In 1878-'79 there 78 normal schools for males with 3,551 students, and 17 normal schools for females with 691 students; total, 95 normal schools with 4,242 students.

In 1883-'84 there were 85 normal schools for males with 4,952 students, 5 normal schools for males in course of construction, 57 normal schools for females with 2,487 students, and 17 normal schools for females in course of construction; total, 154 normal schools with 7,439 students.

The appropriation in 1878-'79 was 3,902,132.08 fr., and in 1883-'84 it was 6,754,350 fr.

The increase of public, or state, and the decrease of private schools were as follows:

	1807.	1876-'77.	1881-'82.	1882-'83.
<i>Public schools.</i>				
Boys' or mixed schools .....	38,858	39,764	41,493	42,286
Girls' schools .....	15,099	19,257	21,504	22,224
Total .....	53,957	59,021	62,997	64,510
<i>Private schools.</i>				
Boys' or mixed schools .....	3,599	2,657	2,842	2,938
Girls' schools .....	13,115	9,809	9,796	9,854
Total .....	16,714	12,526	12,638	12,792
Total public and private schools .....	70,671	71,547	75,635	77,302

# CCLXII REPORT OF THE COMMISSIONER OF EDUCATION.

The number of teachers in the public and private schools was as follows :

	1863.	1876-'77.	1881-'82.	1882-'83.
<i>Public schools.</i>				
Male teachers .....	42, 778	46, 400	50, 708	52, 779
Female teachers.....	27, 663	33, 663	37, 512	39, 521
Total .....	70, 441	80, 063	88, 220	92, 300
<i>Private schools.</i>				
Male teachers .....	6, 807	5, 317	7, 429	7, 845
Female teachers.....	31, 551	25, 329	29, 316	30, 512
Total .....	38, 358	30, 646	36, 745	38, 357
Total public and private teachers.....	108, 799	110, 709	124, 965	130, 657

In the same years the number of *salles d'asile* was as follows :

	1863.	1876-'77.	1881-'82.	1882-'83.
Public .....	2, 335	2, 785	3, 161	3, 345
Private .....	973	1, 362	1, 891	2, 035
Total .....	3, 308	4, 147	5, 052	5, 380
Teachers.....	5, 250	6, 223	7, 571	8, 088

Calling the increase of schools 1,000 since 1883, and counting in the *salles d'asile* as above, the total number of schools of this grade would be 83,682 schools, with a teaching force of 137,743 persons.

According to the census of 1881, the number of children of school age, six to thirteen years, was 4,586,349.

The number in the different classes of schools was as follows :

	1867.	1876-'77.	1881-'82.	1882-'83.
<i>Public schools.</i>				
Boys.....	2, 114, 988	2, 197, 652	2, 442, 581	2, 455, 390
Girls.....	1, 422, 721	1, 625, 696	1, 916, 675	1, 953, 920
Total .....	3, 537, 709	3, 823, 348	4, 359, 256	4, 409, 310
<i>Private schools.</i>				
Boys.....	228, 793	203, 230	265, 929	288, 174
Girls.....	749, 465	690, 357	716, 026	734, 667
Total .....	978, 258	893, 587	981, 955	1, 022, 841
Total public and private.....	4, 515, 967	4, 716, 935	5, 341, 211	5, 432, 151
Salles d'asile.....	432, 141	532, 077	644, 384	679, 085

This makes a total in 1883 of 6,111,236 children receiving instruction, or 1,524,887 more than the school population between six and thirteen years of age (in 1881). Deducting the number in the *salles d'asile*, or maternal schools, viz, 679,085, there remain 845,802 children not of school age attending school.

The law of 1882 made primary instruction not only obligatory, but lay; i. e., it intrusted the direction of primary schools only to laymen. The operation of the law may be seen from the following table:

	1867.		1876-'77.		1882-'83.	
	Schools.	Teachers.	Schools.	Teachers.	Schools.	Teachers.
<i>Public schools.</i>						
Lay schools, boys' and mixed .....	35,774	36,457	36,399	39,533	40,042	49,015
Lay schools, girls' .....	6,569	8,459	9,417	13,707	13,652	24,012
Total .....	42,343	44,916	45,816	53,240	53,694	73,027
Clerical schools, boys' and mixed .....	3,084	6,321	3,365	6,867	2,214	3,764
Clerical schools, girls' .....	8,530	19,204	9,840	19,956	8,572	15,509
Total .....	11,614	25,525	13,205	26,823	10,816	19,273
<i>Private schools.</i>						
Lay schools, boys' and mixed .....	2,944	4,360	1,750	2,716	1,349	2,215
Lay schools, girls' .....	7,079	12,550	4,091	8,069	2,873	7,281
Total .....	10,023	16,910	5,841	10,785	4,222	9,496
Clerical schools, boys' and mixed .....	655	2,247	907	2,601	1,589	5,630
Clerical schools, girls' .....	6,036	19,001	5,778	17,260	6,981	22,231
Total .....	6,691	21,248	6,685	19,861	8,570	27,861

Taking the totals of public and private lay and clerical, we have:

	1867.		1876-'77.		1882-'83.	
	Schools.	Teachers.	Schools.	Teachers.	Schools.	Teachers.
Lay schools, public and private .....	52,366	61,826	51,657	64,025	57,916	82,523
Clerical schools, public and private .....	18,305	46,973	19,890	46,684	19,386	47,134

The variation in the number of maternal schools is shown in the following table, as well as their classification into lay and clerical:

	1867.		1877.		1883.	
	Schools.	Teachers.	Schools.	Teachers.	Schools.	Teachers.
<i>Public schools.</i>						
Lay .....	562	582	581	781	1,442	2,868
Clerical .....	2,027	3,110	2,204	3,542	1,903	2,296
Total .....	2,589	3,692	2,785	4,323	3,345	5,159
<i>Private schools.</i>						
Lay .....	363	373	257	395	250	329
Clerical .....	615	1,175	1,105	1,605	1,785	2,398
Total .....	978	1,548	1,362	2,000	2,035	2,727



# CCLXIV REPORT OF THE COMMISSIONER OF EDUCATION.

The attendance at the primary schools, classified into lay and clerical, public and private, is as follows:

	1867.		1881-'82.		1882-'83.	
	Lay.	Clerical.	Lay.	Clerical.	Lay.	Clerical.
<i>Public schools.</i>						
Boys.....			2, 188, 487	254, 094	2, 222, 292	233, 098
Girls.....			1, 161, 286	755, 389	1, 228, 942	724, 978
Total.....	2, 386, 711	1, 150, 998	3, 349, 773	1, 009, 483	3, 451, 234	958, 076
<i>Private schools.</i>						
Boys.....			65, 907	199, 932	63, 759	224, 415
Girls.....			152, 091	563, 935	140, 042	594, 625
Total.....	398, 793	579, 000	218, 088	763, 867	203, 801	819, 040

Taking the sum of the two classes in both the public and private schools, we have the following attendance for the above years:

	1867.	1881-'82.	1882-'83.
Lay.....	2, 785, 504	3, 567, 861	3, 655, 035
Clerical.....	1, 729, 998	1, 773, 350	1, 777, 116
Differences.....	1, 055, 506	1, 794, 511	1, 877, 919

These figures show an increasing difference in favor of attendance at lay schools.

A similar movement occurs in the maternal schools, as appears from the following statement of attendance:

	1867.		1881-'82.		1882-'83.	
	Lay.	Clerical.	Lay.	Clerical.	Lay.	Clerical.
Public schools.....	73, 065	283, 356	169, 091	291, 511	221, 712	275, 432
Private schools.....	17, 109	58, 611	15, 326	148, 456	13, 913	168, 028
Total.....	90, 174	341, 967	204, 417	439, 967	235, 625	443, 460

*Superior primary instruction.*—The law of 1833 established this grade of instruction, and in 1850 there were 436 institutions, with 27,159 students. The law of March 15, 1850, interrupted the development of this branch of instruction by abolishing the division of primary education into elementary and superior, so that by 1870 what were called elective studies were being taught in only 264 schools to about 4,000 students. Superior primary instruction was re-established by the law of March 10, 1878, and was definitely reorganized by a decree of January 15, 1881. The total number of establishments in 1884 was 570, of which 145 were public superior primary schools for boys, and 47 for girls; 25 were private schools for boys, and 29 for girls; while there were 324 complementary courses, public and private, 228 of which were for boys and 96 were for girls. Thus there were 398 schools and courses for boys, and 172 for girls. The teaching force numbered 3,688, of which number 2,070 were regular teachers, and 1,618 were special and auxiliary teachers (for modern languages; drawing, gymnastics, manual work, etc.). The students numbered 30,140. In 1884

the sum of 774,600 francs was appropriated by the Government for scholarships in this grade, which contributed to the support of 949 students in 158 schools.

The public courses for adults in 1876-'77 were 21,973 for men and 5,036 for women, with 487,297 men and 98,758 women in attendance. The private courses numbered 160 for men and 248 for women, with an attendance of 12,746 men and 6,952 women. Total, 27,009 public and 408 private courses, with an attendance of 586,055 and 19,698 persons respectively. In 1882-'83 the public courses were 24,230 for men and 5,459 for women, with 410,375 men and 74,274 women in attendance; while the private courses were 191 for men and 99 for women, with 10,996 men and 3,846 women in attendance. Total, 29,689 public and 290 private courses, with 484,649 and 14,842 persons in attendance respectively.

The number of public libraries was 19,234 in 1877 and 28,845 in 1883, containing 3,160,823 volumes, and the pedagogical libraries numbered 2,500 with 663,878 volumes.

The law of March 28, 1882, compelled the establishment of school banks in all the communes. During 1883 such banks existed in 19,436 communes, and their receipts were 4,254,176 fr., disbursements 2,630,528 fr., leaving a balance in bank of 1,623,648 fr.

*Illiteracy.*—In 1871 the proportion of recruits who could read was 83 per cent.; in 1882 it was 86.9 per cent. In 1870 the proportion of persons who could sign their names to the *acte de mariage* was 66.8 per cent.; in 1881 it was 86 per cent.

*Expenditure for primary instruction.*—The government expenditure may be divided into two parts, the amount placed at the disposal of the communes for building school-houses, and the regular annual appropriation. The increase in the latter since 1870 is shown in the following figures: in 1870 it was 8,751,700 fr.; in 1875, 16,542,605 fr.; in 1880, 28,383,454 fr.; in 1882, 62,440,066 fr.; in 1883, 84,235,516 fr.; in 1885, 97,280,405 fr.

But these state appropriations formed only a part of the money actually devoted to primary education. There were besides large sums derived from bequests, the communes and departments, gifts, and, before 1881, the school fees payable by the families. The latter source of income was abolished by the law of June 16, 1881, which made primary instruction free. The total amount recorded as devoted to public primary instruction, and the sources from which it was derived, in 1870 and 1884, are shown in the following statement:

## 1870.

	Francs.
From gifts and bequests.....	1,000,000
From the communes .....	17,127,143
From families (school fees) .....	19,169,476
From the departments .....	4,944,319
From the state .....	8,751,700
Total .....	50,992,638

## 1884.

From gifts and bequests.....	668,000
From the communes.....	26,887,283
From the departments.....	14,992,700
From the state .....	94,258,515
From disbursements by school banks in each commune, about .....	4,500,000
Total.....	141,306,498

The estimated expenditures for private instruction in the same years were 10,198,527 fr. and 23,551,083 fr. respectively. In 1870 the average cost of education for each pupil of the primary schools was 12 fr. 36 c. (\$2.38), and in 1884 it was 26 fr. 70 c. (\$5.15). The annual expenditures for primary instruction will be increased by 48,026,400 fr. very soon, to enable the law authorizing the construction of school-houses to go into effect, and by a further amount of 81,066,500 fr., to carry out the new organization of primary education and provide for the new scale of salaries.

The disbursements of the state funds for primary education are of two kinds, viz: (1) Those of which the minister of public instruction has direct control, such as the expenses of inspection, of normal schools, scientific material, libraries, direct assistance, etc., and (2) those which consist of subsidies to the communes for the maintenance of their schools, the control of which latter is more or less in the hands of the *préfets*, who distribute the money to the communes in accordance with the law. The difference between these two classes of disbursements consists mainly in the fact that for the first (over which he has immediate control) the minister can check or verify the estimates before the expenditure is made, which he cannot do for the second class, where, under the present system, the verification can only come after the expenditure has been made. No criticism has ever been made of the management of the first kind of expenditures, but complaints have been made from time to time of expenditures exceeding the estimates in the other category of disbursements.

The law of June 16, 1881, made instruction gratuitous in the three kinds of primary schools: infant schools, primary schools proper, and advanced primary schools, and also in the primary normal schools.

The law of March 28, 1882, making primary instruction compulsory and lay, which was published in Circular of Information No. 6, 1882, on "Technical education in France," is here reproduced:

ARTICLE 1. Primary education includes moral and civic instruction; reading and writing; the French language and the elements of its literature; geography, especially that of France; history, especially the modern history of France; the elements of law and political economy; the elements of the natural, physical, and mathematical sciences, and their applications to agriculture, to hygiene, and to the industrial arts; manual work and the use of the tools of the principal trades; the elements of drawing and modeling; music and gymnastics; and, for boys, military exercises; for girls, needle-work.

ART. 2. The primary public schools shall be closed one day each week besides Sunday, to allow parents to give their children religious instruction, if they wish, outside the school buildings. Religious instruction is optional in private schools.

ART. 3. The provisions of articles 18 and 44 of the law of March 14, 1880, which give to the ministers of worship a right of inspection, surveillance, and control in public and private primary schools and *salles d'asile*, as well as paragraph 2 of article 31, of the same law, which gives to the consistory the right of presentation for teachers belonging to non-Catholic denominations, are hereby repealed.

ART. 4. Primary instruction is compulsory for children of both sexes, from the beginning of their seventh to the end of their thirteenth year. It may be given either in establishments of primary or secondary instruction, or in public or private schools, or at home by the head of the family himself, or by some person chosen by him.

A regulation will determine the means of securing primary instruction to deaf-mute and blind children.

ART. 5. A municipal school board is established in each commune<sup>1</sup> to direct and increase attendance on the schools.

It is composed of the *maire*, who is president; of one of the delegates of the canton, and, where communes comprise several cantons, of as many delegates as there are cantons, appointed by the academic inspector;<sup>2</sup> of members appointed by the municipal council, to the number at least of a third of the membership of the council.

At Paris and Lyons there is a board for each municipal *arrondissement*. It is presided over at Paris by the *maire*, at Lyons by one of his assistants; it is composed of one of the cantonal delegates, of members appointed by the academic inspector, and of members appointed by the municipal council, to the number of from three to seven for each *arrondissement*.

The authority of the members of the school board appointed by the municipal council shall last until the election of a new municipal council, and shall always be renewable.

The primary inspector forms part of all the school boards established in his jurisdiction.

ART. 6. Children may present themselves for examination for a *certificat d'études* at the age of eleven, and, on passing it, are to be exempted from further compulsory primary instruction.

ART. 7. The father, the guardian, the person who has charge of the child, or his employer, is required to inform the *maire* of the commune fifteen days before the opening

<sup>1</sup> There are about 36,000 communes in France.

<sup>2</sup> France is divided, for the purpose of public instruction, into 17 academic districts.



of the schools whether he intends to have the child taught at home or in a public or private school; in the latter case he must indicate the school he has selected.

Families domiciled near two or more public schools have the right of entering their children in any one of such schools, whether or not it is on the territory of their commune, provided the maximum number of scholars ascribed to the school by law is not complete. In case of dispute, and upon request either of the maire or of the parents, the departmental council has the final decision.

ART. 8. Every year the maire, in co-operation with the municipal school commission, is required to draw up a list of all children from six to thirteen years old, and notify the persons who have charge of them of the time set for opening the schools.

In case of failure to give the required fifteen days' notice on the part of parents or other responsible persons, the maire himself enters the child at one of the public schools and notifies the proper responsible person of the fact.

A week before the opening of the schools the maire is to remit to the directors of the public and private schools a list of the children who are to attend their schools. A duplicate of this list is to be sent by him to the primary inspector.

ART. 9. When a child leaves a school, his parents or the persons responsible for him are required to notify the maire at once of the fact and state in what manner the child is to receive its instruction in future.

ART. 10. When a child is temporarily absent from school, his parents or the persons responsible for him are required to explain to the school director the reasons for his absence.

The school directors and directresses shall keep a register of attendance, which shall show the absences of the scholars of each class. At the end of each month they shall send to the maire and the primary inspector a copy of the register, indicating the number of absences and the reasons alleged therefor.

The causes of absence shall be submitted to the school commission. The only legitimate excuses are the following: Sickness of the child, death of a member of the family, and accidents of travel which prevent the child from reaching the school. Other exceptional circumstances will be duly considered by the commission.

ART. 11. Every director of a private school who fails to comply with the requirements of the preceding article shall, at the instance of the school commission and the primary inspector, be reported to the departmental council.

The departmental council may inflict the following penalties: 1, admonition; 2, censure; 3, suspension for not longer than one month, and, in case of a second offense during the school year, for not longer than three months.

ART. 12. Where a child has been absent four times in one month, for at least a half day, without an excuse allowed by the municipal school board, the father, guardian, or responsible person shall be summoned after 3 days' notice to appear before the board, where the text of the law will be brought to his attention and his duty under it explained to him.

In case of unexcused non-appearance the board shall inflict the penalty named in the following article.

ART. 13. In case of a repetition of the offense within twelve months, the school board shall order the name of the responsible person to be posted on the door of the mairie, together with the charge against him.

The same penalty shall be inflicted on persons who disregard the provisions of article 9.

ART. 14. If the offense is again repeated, the school board or primary inspector shall address a complaint to the *juge de paix*. The infraction shall be considered an offense and the penalties prescribed by articles 479, 480, and following ones of the penal code may be imposed.

Article 463 of the same code is applicable.<sup>1</sup>

ART. 15. The school commission may grant to children residing with their parents or guardians, on request (with reason therefor) of the latter, leave of absence for a time not to exceed three months, exclusive of vacations. When these leaves of absence exceed two weeks they must be submitted to the primary inspector for approval.

This arrangement shall not apply to children who desire to accompany their parents or guardians on a temporary absence from the commune. In this case a verbal or written notice to the maire or the teacher will be sufficient.

The school board may, subject to the consent of the departmental council, exempt children employed in trades or in agriculture from one of the two daily attendances.<sup>2</sup>

ART. 16. Children who are educated at home shall undergo an annual examination after the second year of compulsory instruction upon the subjects taught to children

<sup>1</sup> The penalties here referred to are a fine of from 11 to 15 francs and imprisonment for not more than 5 days. Article 463 allows these penalties to be reduced at the discretion of the judge.

<sup>2</sup> Hence, on the passing of this law, children under the age of 13 can only be employed as half-timers in trades and agriculture by the joint consent of the commune and of the department, unless, at or above the age of 11, they have obtained the *certificat d'études*.

of their age in the public schools, in such manner and according to such programmes as shall be determined by ministerial decisions given in the superior council.

The examining board shall be composed of the primary inspector or his delegate, as president; a delegate from the canton; a holder of a university degree or certificate of qualification. The judges shall be selected by the inspector of the "academy" (educational district). In the girls' examination the person holding the certificate must be a woman.

If the examination is not satisfactory the child must be sent to a public or private school within a week and the maire advised what school has been chosen.

If no such designation is made the child will be placed at school by the authorities as before described.

ART. 17. The school fund provided for by article 15 of the law of April 10, 1867, shall be established in all the communes. In subsidized communes in which the *centième* does not exceed 30 francs, the department of public instruction shall increase the fund by an amount equal to the sum of the communal appropriations. The aid is distributed through the school board.

ART. 18. Ministerial decisions rendered at the request of the inspectors of academies and departmental councils will indicate each year the communes to which, from want of school accommodations, the requirements of articles 4 and following, upon compulsory attendance, do not apply. An annual report submitted to the Chambers by the minister of public instruction will furnish a list of the communes to which the present article may have been applied.

The bill for the organization of primary education adopted by the Chamber of Deputies, March 18, 1884, has only recently been returned by the Senate, after receiving several modifications, to the Chamber of Deputies, where it will be again discussed and again reported to the Senate. It is hardly worth while, therefore, to give the text of the bill.

GERMANY, constitutional Empire: area 208,695 square miles; population (December 1, 1880), 45,234,061, divided among the following 26 states which constitute the German Empire: Prussia, kingdom, 27,279,111; Bavaria, kingdom, 5,284,778; Saxony, kingdom, 2,972,805; Württemberg, kingdom, 1,971,118; Baden, grand duchy, 1,570,254; Hesse, grand duchy, 936,340; Mecklenburg-Schwerin, grand duchy, 577,055; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Meiningen, duchy, 207,075; Saxe-Altenburg, duchy, 155,036; Saxe-Coburg-Gotha, duchy, 194,716; Anhalt, duchy, 232,592; Schwarzburg-Sondershausen, principality, 71,107; Schwarzburg-Rudolstadt, principality, 80,296; Waldeck, principality, 56,522; Reuss-Greiz, principality, 50,782; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,374; Lippe, principality, 120,246; Lübeck, free city, 63,571; Bremen, free city, 156,723; Hamburg, free city, 453,869; Alsace-Lorraine, imperial territory (Reichsland) annexed from France in 1871, 1,566,670. Average density of population, 83.7 inhabitants per square kilometer. Capital of the Empire, Berlin: population, 1,122,330.

No official statistics of education in many of the German states have been received since those given in my Report for 1882-'83. The information at hand is as follows:

BAVARIA.—The Office is indebted to Joseph W. Harper, United States consul at Munich, for a statement of the educational condition of Bavaria for the years 1884 and 1885, from which statement the following information is derived:

In 1885, the elementary schools employed 12,374 teachers, who received compensation at the following rates: in towns of 2,500 inhabitants or less, a legal minimum salary of 771.50 M.; in towns above 2,500, 857.20 M. In towns having less than 2,500 inhabitants the teachers are usually furnished with a house to live in, for which 20.60 M. may be deducted from their salaries. There is no definite fixed salary for female teachers. For school-houses in 1885 there were expended 2,382,917 M., and for salaries 13,326,682 M.

For secondary instruction there are 33 complete *Gymnasien*, 4 *Realschulen*, and 55 Latin schools, the latter being supported out of district or communal funds. There are also 46 *Realschulen* in which Latin is not a branch of instruction. These are maintained at an annual expense of 1,570,000 M., about 140,000 of which are from tuition fees. The Polytechnic High School in Munich is also a state institution. It employs 30 first-class professors, with a large force of assistants. The estimated expense of the school for 1886-'87 is 423,053 M.

Institutions for special instruction supported by the state are as follows: The



Academy of Science in Munich, which received in 1885 an appropriation of 319,357 M.; the Academy of Arts and two professional art schools, having an annual appropriation of 308,000 M.; the Central Veterinary School, appropriation 87,000 M.; forestry schools, annual appropriation 73,000 M.

Agricultural education, which is highly organized, is conducted in 6 higher schools, 12 winter schools, and 581 primary agricultural schools. The annual appropriations for this branch are about 450,000 M.

In 1885 the expenditure for the universities at Munich, Würzburg, and Erlangen was 2,359,112 M.

PRUSSIA.—The Bureau is indebted to Mr. F. Raine, U. S. Consul-General at Berlin, for documents on Prussian education, from which the following extract from the budget for 1885-'86 is taken.

The state appropriations for the different branches of public instruction for the year 1885-'86 are as follows:

	Marks.
For salaries and other expenditures of the provincial school boards.....	533, 198
For examining boards .....	83, 760
For the universities, viz :	
Königsberg .....	765, 239
Berlin .....	1, 720, 555
Greifswald.....	164, 894
Breslau.....	753, 091
Halle.....	545, 915
Kiel.....	523, 830
Göttingen .....	326, 228
Marburg.....	495, 263
Bonn .....	796, 754
The theological and philosophical faculties at Münster .....	129, 303
The Lyceum Hosianum at Braunsberg .....	15, 728
Other special and contingent funds for the universities .....	311, 366
Total for the universities.....	6, 548, 166
For secondary instruction.....	4, 712, 118
For elementary instruction <sup>1</sup> .....	21, 415, 517
For music and art academies, museums, special scientific institutions, etc.	2, 962, 492
For the technological institution at Berlin.....	239, 280
For the technological institution at Hanover .....	148, 480
For the technological institution at Aix .....	142, 060
For the industrial school at Cassel.....	32, 550
For other technical instruction .....	1, 045, 647
For the art industrial museum .....	392, 176
Total for technical instruction.....	2, 000, 193

Thus the regular appropriation for the year 1885-'86 for different branches of education proper was 38,260,444 M., or \$9,105,986. Besides this there was a special appropriation for the construction and repair of buildings, instruments, etc., of 4,504,632 M., or \$1,072,102.

*Superior instruction.*—The following information on superior and secondary instruction is taken from the *Centralblatt für die gesammte Unterrichtsverwaltung in Preussen*, 1885. *Ergänzungsheft 2.*

In the winter semester of 1884-'85 there were 69 professors, 5 honorary professors, 76 extraordinary professors, and 106 *Privat doctenten* at the University of Berlin, a total

<sup>1</sup> Including teachers' seminaries, and deaf and dumb, blind, and orphan asylums. Of this sum, 12, 155, 513 M. were for salaries, etc.



of 256, of whom 16 were in the Evangelical theological faculty, 20 in the law faculty, 96 in the medical, and 124 in the philosophical faculties. At Bonn there were 55 full professors, 2 honorary, 28 extraordinary, and 27 *Privat doctenten*; total, 112. Of these 9 were in the Evangelical theological faculty, 6 in the Roman Catholic, 11 in the law, 29 in the medical, and 67 in the philosophical faculties. At Breslau there were 122 professors and *Privat doctenten*, 8 of whom were in the Evangelical theological faculty, 8 in the Roman Catholic, 11 in the law, 38 in the medical, and 57 in the philosophical faculties. At Göttingen the corps of professors and *Privat doctenten* numbered 111, of whom 9 were in the Evangelical theological faculty, 10 were in the law, 22 in the medical, and 70 were in the philosophical faculties. At Greifswald there were 7 professors in the Evangelical theological faculty, 6 professors and 1 *Privat doctent* in the law faculty, 22 professors and *Privat doctenten* in the medical and 34 in the philosophical faculties, 70 in all. At Halle there were 94 professors and *Privat doctenten*: 10 in the theological (Evangelical) faculty, 8 in the law, 24 in the medical, and 52 in the philosophical faculties. The theological (Evangelical) faculty at Kiel had 6 professors, the law faculty 5 professors and 1 *Privat doctent*, the medical 21 professors and *Privat doctenten*, and the philosophical faculty 37, a total of 70. At Königsberg the professors and *Privat doctenten* were distributed as follows: in the theological faculty (Evangelical) there were 7, in the law 6, in the medical 31, and in the philosophical 45; total, 89. At Marburg the theological (Evangelical) faculty had 8 professors and *Privat doctenten*, the law 12, the medical 18, and the philosophical 38. The academy at Münster had 8 professors and 1 *Privat doctent* in the Catholic theological faculty, and 27 in the philosophical, 36 in all. The Catholic theological faculty at Braunsberg had 4 professors and 1 *Privat doctent*, and there was the same number in the philosophical faculty, a total of 10 persons. The number of professors and *Privat doctenten* at the Prussian universities was therefore 2,088. Besides these there were 79 teachers of music, drawing, stenography, gymnastics, fencing, and horsemanship, and 38 lecturers on agriculture and instructors in veterinary surgery.

The attendance of students at the Prussian universities in the winter semester of 1884-'85 is shown in the following table:

University.	Faculties.						Total.
	Evang'l theolog.	Catholic theolog.	Law.	Medical.	Philosophical.	Special attendants.	
Berlin .....	676	.....	1,242	1,133	1,955	1,398	6,404
Bonn .....	75	84	256	251	414	28	1,108
Breslau.....	151	152	192	370	524	114	1,503
Göttingen .....	182	.....	155	190	466	9	1,002
Greifswald .....	247	.....	58	408	143	9	865
Halle .....	604	.....	114	296	617	47	1,678
Kiel .....	58	.....	40	155	134	78	465
Königsberg.....	198	.....	124	247	318	10	897
Marburg.....	131	.....	63	206	308	26	734
Münster.....	.....	176	.....	.....	164	8	348
Braunsberg.....	.....	11	.....	.....	5	.....	16
Total .....	2,322	423	2,244	3,256	5,048	1,727	15,020

The superior technological institutions had a teaching force of 159 professors and 68 assistants in the winter semester of 1884-'85, and 154 professors and 66 assistants in the summer of 1885. Taking the winter semester the technological institute at Berlin (*technische Hochschule*) had 79 professors and 37 assistants, that at Hanover 43 professors and 14 assistants, and that at Aix 37 professors and 17 assistants. The students and hearers at Berlin numbered 887 in the winter of 1884-'85, and 866 in the

summer of 1885. The students and hearers at Hanover at the same periods were 377 and 425, and at Aix 235 and 176, a total of 1,499 and 1,467 for the winter and summer, respectively. The students at the three institutions during the winter semester were distributed among the various faculties as follows: architecture, 185; hearers, 103; civil engineering, 167; and hearers, 8; mechanical engineering, 377; hearers, 115; chemistry and metallurgy, 162; hearers, 58; general science, 10; hearers, 9.

The art academies at Berlin, Königsberg, Dusseldorf, and Cassel, had a total of 71 teachers and 575 students in the winter of 1884-'85, while the art schools at Berlin and Breslau had 109 teachers and 1,114 students.

The academy of music at Berlin had 37 teachers and 217 students, the school for musical composition had 4 teachers and 19 students, and the school for church music 5 teachers and 28 students, in the winter of 1884-'85.

*Secondary instruction.*—In the winter semester of 1884-'85 there were 257 *Gymnasien*, with 4,581 teachers of all kinds and 77,979 students. The preparatory schools had 310 teachers and 3,734 students. Of the students at the *Gymnasien*, 54,291 belonged to the Evangelical faith, 15,895 to the Roman Catholic, 7,658 were Jews, and 135 were classed as "dissenters." The *Progymnasien* numbered 37, with 303 teachers in all, and 3,844 students. The preparatory schools combined with the *Progymnasien* had 15 teachers and 493 students. The students belonging to the Evangelical faith numbered 2,098, Catholics 1,409, Jews 329, and "dissenters" 8. There were 89 *Realgymnasien*, with 1,599 teachers of all kinds and 24,178 students, the preparatory schools attached having 126 teachers and 4,723 pupils. The *Realprogymnasien* numbered 88, with 670 teachers and 8,674 students, the preparatory schools having at the same time 56 teachers and 1,805 students.

There were 14 *Oberrealschulen*, which had 326 teachers and 4,901 students in the winter of 1884-'85, the preparatory schools attached having 18 teachers and 916 students at the same time. The great majority of the students belonged to the Evangelical faith, viz, 3,784; 767 were Roman Catholic, 324 were Jews, and 26 "dissenters." The *Realschulen* numbered 18, with 265 teachers of all kinds and 4,012 students, the preparatory schools having 35 teachers and 1,214 students. Of the 4,012 students 2,721 were Evangelicals, 545 Catholics, 732 were Jews, and 14 were "dissenters." The superior burgher schools numbered 19, with 253 teachers and 5,173 scholars.

# CCLXXII REPORT OF THE COMMISSIONER OF EDUCATION.

From the official report of the school committee of Berlin for the year 1884-'85 the following statistics are taken:

Kind of school.	No.	Boys.	Girls.	Total.
1. Gymnasien:				
a. Royal .....	5	2,959		2,959
b. City .....	11	5,668		5,668
2. Realgymnasien .....				
a. Royal .....	1	611		611
b. City .....	7	3,891		3,891
3. Oberrealschulen (city) .....	2	1,050		1,050
4. Higher girls' schools:				
a. Royal .....	2		950	950
b. City .....	4		3,425	3,425
5. Royal preparatory schools .....	1	101		101
6. Public middle and elementary schools, including deaf and dumb, blind, and orphan schools .....	176	70,334	67,910	138,244
7. Special schools .....	12	751	762	1,513
Total public schools .....	221	85,365	73,047	158,412
Jewish schools .....	2	617	325	942
Private schools of all grades .....	90	6,061	14,192	20,253
Total Jewish and private schools .....	92	6,678	14,517	21,195
Public schools .....	221	85,365	73,047	158,412
Total, end of 1884 .....	313	92,043	87,564	179,607
Total, end of 1883 .....	303	87,167	82,618	169,785
Increase in 1884 .....	10	4,936	4,946	9,882

Of the public middle and elementary schools, 146 were district schools. The expenses for these in 1884-'85 were 5,111,910.50 M. for salaries, and 6,190,799.37 M. for other expenses; total, 11,302,709.87 M. As these schools contained 132,889 pupils, this makes the expenses per child 38.47 M. for salaries, and 46.58 M. for other expenses, 85.05 M. in all. In American money this is equivalent to \$9.15 per child for salaries and \$11.09 for incidental expenses; total, \$20.24.

**SAXONY.**—The following statistics are from the "*Erster Bericht über die gesammten Unterrichts- und Erziehungs-Anstalten im Königreiche Sachsen.*" Dresden, 1885.

**Superior instruction.**—The University of Leipsic had 15 professors and *Privat docenten* in the theological faculty, 15 in the law, 48 in the medical, and 91 in the philosophical faculties in the winter semester of 1884-'85, a total of 169. The number of students was 3,281, of whom 696 were in the theological faculty, 691 in the law, 695 in the medical, and the remainder, 1,199, were in the various divisions of the philosophical faculty. There were 72 American students during the winter semester. The running expenditures for the year 1884 were 1,239,846 M., and the university income was 423,560 M., leaving 816,286 M. (\$194,276) to be appropriated by the State.

The *Polytechnikum* at Dresden had 41 professors and *Privat docenten* in 1884-'85, and 412 students. The State appropriation amounted to 257,649 M. (\$61,320). The mining academy at Freiberg had 20 teachers and a total of 163 students. The appropriation for the academy to cover expenses in 1884-'85 was 78,970 M. (\$18,795.) The forestry academy at Tharanadt had 10 teachers and 126 students in 1884-'85. The appropriation was 91,476 M. (\$21,771).

**Secondary instruction.**—There were 16 *Gymnasien*, with 378 teachers and 5,481 students, in Saxony in the winter of 1884-'85. The expenditures for the *Gymnasien* were 1,749,713 M. (\$416,432), of which 572,711 M. (\$136,305) were appropriated by the state. The *Realgymnasien* numbered 11, with 223 teachers and 2,788 students. The expendi-



tures were 713,015 M. (\$169,697), of which 161,134 M. (\$38,350) were from state appropriations. The *Realschulen* numbered 20, with 231 teachers and 3,057 students. The expenditures were 723,753 M. (\$172,253), 218,642 M. (\$52,037) of which were contributed by the state. There were 2 institutions of secondary instruction for girls, one in Dresden and one in Leipsic, with 41 teachers and 884 students, and the expenditures amounted to 155,622 M. (\$37,038). There were 7 private schools for secondary instruction for boys in Saxony in 1834-'85, and 1 for girls. They had 111 teachers and 735 students.

The teachers' seminaries numbered 19, of which 17 were for males and 2 for females. Only one seminary was Catholic. The total number of teachers was 273, and of students 2,318. The practice schools had 78 classes and 2,079 students. The expenditures were 1,427,120 M. (\$339,654), of which 1,020,152 M. (\$242,796) were appropriated by the state. The normal school for teachers of gymnastics at Dresden had 3 teachers, and 16 male and 15 female students, who were fitting themselves to teach gymnastics, besides an attendance of 997 students of the *Polytechnikum* and the *Gymnasien*, and scholars from the elementary schools. The expenses of this institution were 12,459 M. (\$2,964), of which 9,060 M. (\$2,256) were paid by the state. The pensions to teachers of schools of secondary instruction and their widows and children in 1834 amounted to 162,929 M. (\$38,777).

*Instruction in the fine arts.*—The Royal Art Academy at Dresden, which was founded as an academy of painting in 1705, and enlarged to include sculpture and architecture in 1764, had 21 teachers and 149 students in 1834. The expenses were 92,800 M. (\$22,086), of which the state paid about 83,300 M. (\$19,825). The Royal Art Academy and Art Industrial School at Leipsic, founded in 1764, had 15 teachers and 296 students, and the expenditures were 44,000 M. (\$10,472). The Royal Art Industrial School at Dresden had 20 teachers and 164 students in the year 1834-'85. Combined with this institution is the Royal Art Industrial Museum, which contains about 15,000 objects in ceramics, textiles, decorations, etc., etc. The expenditures were 149,000 M. (\$35,462), 144,000 of which (\$34,272) were paid by the state.

The Royal Conservatory of Music at Leipsic had 34 teachers and 513 students (278 males and 235 females) in 1834-'85. The Royal Conservatory of Music at Dresden had 60 male and 23 female teachers, and 1,247 students (637 male and 610 female). There were besides 4 private schools of music and 1 theater school, with a total of 38 teachers and 511 students.

*Special and industrial instruction.*—The Royal Stenographic Institute at Dresden had 13 students in the winter of 1834-'85 in the candidates' course, and 211 in the other divisions. Candidates for graduating must have received instruction of the secondary grade. Graduates are qualified to teach stenography in the secondary schools of Saxony. The state appropriated 29,250 M. (\$6,961) for this institution. The Royal Veterinary School at Dresden had 38 civil and 10 military students in the winter of 1834-'85 and 90 other attendants, 48 of whom were from the military service. The state appropriation for this school was 95,710 M. (\$22,779). The school of obstetrics at Dresden had 1 director and 3 assistants as the teaching corps, and 33 students in the winter of 1834-'85. The expenses were 115,535 M., of which 76,066 M. (\$18,104) were paid by the state.

*Institutions for industrial instruction.*—The state technical institution at Chemnitz had 43 teachers and 695 students, and the state appropriation for expenses was 149,000 M. (\$35,462), the total expenses being 183,000 M. The city industrial school at Leipsic had 14 teachers and 260 students. The institution is supported by the district funds and tuition. Special schools of technical instruction consisted of 5 royal building schools, with 39 teachers and 518 students, and received an appropriation of 76,400 M. (\$18,183); 6 day schools for weaving, embroidery, and lace making; and 22 evening schools of the same character. They had a total of 123 teachers and 1,701 students, and the part of the expenses defrayed by the state was 24,400 M. (\$5,807). There were besides 20 schools for as many different industries, with 75 teachers and 1,325

students, supported partly by corporations, societies, and districts, and the state appropriation amounted to 40,600 M. (\$9,663). The two mining schools at Freiberg and Zwickau for training foremen, etc., had 8 teachers and 93 students. There were also 22 industrial review schools, with 210 teachers and 4,651 students, which received an appropriation of 12,600 M. (\$3,000) towards the total expenditure of 64,240 M., and 9 industrial schools for women, with 76 teachers and 1,117 students, the expenditure for which was 59,085 M., the portion of which defrayed by the state being 8,350 M. (\$2,787). The agricultural schools of an elementary grade numbered 10, with 97 teachers and 523 scholars, and their running expenses amounted to 128,330 M., of which 47,900 M. (\$11,400) were paid by the state. Finally, there were 25 commercial schools for apprentices, mostly maintained by mercantile societies or private individuals. They had 142 teachers and 1,960 scholars in 1884-'85, and received 13,000 M. (\$3,100) from the state.

*Primary instruction.*—The number of public elementary schools in 1884-'85 was 2,154, of which 2,116 were Evangelical and 38 Roman Catholic, and the public review or advanced elementary schools numbered 1,892. The teachers' positions numbered 6,841, the number of persons actually engaged in teaching during the year 8,768, and the pupils 599,470 (326,479 boys and 272,991 girls), including 63,355 scholars in the review schools. To this number is to be added 2 institutions for the deaf and dumb, with 49 teachers and 406 students. The expenditure for these institutions was 235,602 M. (\$56,073), 206,314 M. (\$49,103) being paid by the state, and the total outlay for public elementary schools, including this sum, was 17,039,352 M. (\$4,055,366), of which 1,834,057 M. (\$436,505) were from the state treasury. Of the total expenditure 11,710,002 M. (\$2,786,980) were paid for teachers' salaries.

Instruction in handwork was given in 36 schools, where lace working, straw plaiting, and spinning were taught. There were also 30 schools for household industries organized by Clauson von Kaas. These schools all together had 75 teachers and 2,208 pupils. The total expense of all the different branches and institutions of education in Saxony enumerated above, in 1884-'85, was 25,408,079 M. (\$6,047,123), and the state treasury paid 5,931,424 M. (\$1,411,579) of this sum. Funds for the support of students at the University of Leipsic amounted to 146,414 M. (\$34,926), at the *Polytechnikum* 16,987 M. (\$4,043), and of students of the higher industrial schools 8,125 M. (\$1,934). Pensions to teachers of secondary schools and their widows and orphans amounted to 162,929 M. (\$38,777).

*SAXE-WEIMAR.*—The following statistics are taken from the official report on education in the year 1883-'84.

*Superior instruction.*—The university of Jena had 8 professors and *Privat docenten* in the theological faculty, 10 in the law, 14 in the medical, and 39 in the philosophical, a total of 71. Of these, 34 were professors, 9 honorary professors, 19 professors extraordinary, and 9 were *Privat docenten*. There were 566 students, of whom 108 were in the theological faculty, 88 were in the law, 142 in the medical, and 228 in the philosophical. There were also 21 hearers. In 1883 the expenditures amounted to 355,014.18 M., and the income to 73,441.38 M., leaving 281,572.90 M. (\$67,014) to be provided from the state treasuries. Funds to aid students amounted to 11,305 M. (\$2,691) in 1883.

*Secondary instruction.*—There are three *Gymnasien* in Saxe-Weimar, viz, one at Weimar, one at Eisenach, and one at Jena. These institutions had 44 teachers of all kinds, and 798 students at the end of the year 1883-'84. The expenditures for the *Gymnasien* amounted to 137,049 M. (\$32,618) in 1883, of which 66,746 M. (\$15,885) were paid from the state treasury. The tuition fee amounts to 72 M. a year in each class. There were 60 free students' places in the three institutions, and funds for the aid of poor students amounted to 10,692 M. (\$2,544) in 1883-'84. The two *Realschulen* had 28 teachers and 441 students at the beginning of the school year 1883-'84, and 420 at the end. The expenditures were 81,116 M. (\$19,306) in 1883, of which the state treasury paid 35,029 M. (\$8,337). Funds to aid students amounted to 3,019 M. (\$718) in 1883-'84.



The two higher citizens' schools (without Latin) had 17 teachers and 218 students in 1883-'84, and 37,355 M. (\$8,890) were expended for their support in 1883, of which the state treasury paid 15,123 M. (\$3,600). The two teachers' seminaries had 35 teachers of all kinds and 310 students at the end of 1883-'84, and their expenses were 48,371 M. (\$11,512). The students were aided from a fund of 8,263 M.

*Primary instruction.*—There were 454 schools in 1883-'84, with 771 male and 13 female teachers, and 51,719 pupils. Instruction in female handwork was given to 15,781 girls, and there were 4,302 pupils in the advanced or review schools. In 1883 the total expenditure for elementary schools was 333,692 M. (\$79,419). For pensions and waiting pay of teachers 98,018 M. (\$23,328) were expended, and for pensions of widows and orphans of teachers 38,357 M. (\$9,129). The institution for the deaf, dumb, and blind at Weimar had 9 teachers besides the director, and 51 pupils (34 male and 17 female), in 1883-'84. The expenses were 23,132 M. (\$5,425), of which 12,772 M. (\$3,041) were paid by the state treasury. The orphan asylum at Weimar had 1,816 inmates in 1883. The expenses were 89,162 M. The Falk Institute for abandoned or unprotected children, established in 1829, had 20 pupils in 1883-'84. The expenses of the institution were 7,158 M. (\$1,705).

WÜRTENBERG.—The following statistics of education for 1883-'84 are taken from the official "*Statistik des Unterrichts- und Erziehungs-Wesens im Königreich Württemberg.*"

*Superior instruction.*—The Royal University of Tübingen had 102 professors and *Pri-vat docenten* in the year 1883-'84, and 8 teachers of modern languages, art, and gymnastics. The teachers were divided among the different faculties as follows: Fifteen in the Evangelical theological faculty, 13 in the Roman Catholic, 7 in the law, 22 in the medical, 19 in the philosophical, 11 in the political science, and 15 in the natural science. The students numbered 1,217 in the winter of 1883-'84, and 1,417 in the summer of 1884. In the latter semester 424 were in the Evangelical theological faculty, 153 in the Catholic, 202 in the law, 224 in the medical, 143 in the philosophical, 205 in the faculty of political sciences, and 66 in that of the natural sciences (aside from those attending the lectures of the medical faculty). The expenses of the university were 758,409 M. (\$175,641) in 1883-'84, and the income was 86,353 M. (\$20,552), leaving a balance of 652,056 M. (\$156,089) to be paid by the state treasury. There were 54 foundations in 1884, with endowments amounting to 2,675,364 M. (\$636,536). The academy of agriculture at Hohenheim had 21 professors of all grades and 86 students in 1883-'84. The veterinary school at Stuttgart had 14 teachers and 55 students; the school of viticulture at Weinsberg had 15 pupils, the 3 farm schools at Ellwangen, Ochsenhausen, and Kirchberg had 36 pupils; 5 agricultural (farm) winter schools had an attendance of 89, and there were 906 advanced agricultural (farm) schools and institutions where similar instruction was given, with an attendance of 20,867 persons.

*Technical and art instruction.*—The *Polytechnikum* in Stuttgart had 58 professors and assistants of all kinds, and there were 344 students in the winter of 1883-'84 and 255 in the summer of 1884. The Royal School for Builders had 33 teachers and 308 students in the winter of 1883-'84, and 89 in the following summer. The advanced commercial and industrial schools numbered 153, and had 778 teachers and 14,640 scholars, 4,488 of whom were females. The art school at Stuttgart had 12 teachers of all kinds and 90 students in the winter of 1883-'84, and 79 in the summer. The Conservatory of Music at Stuttgart had 610 students and 45 teachers.

The expenditures of the *Polytechnikum* were 267,436 M. (\$63,662), and the appropriation from the state treasury was 236,127 M. (\$56,198). The state appropriation for the royal building school was 121,036 M. (\$28,806), and the running expenses were 135,220 M. (\$32,182).

*Secondary instruction.*—There were 92 public schools for secondary instruction (*Gehrtenschulen*) in January, 1885. These consisted of 4 theological seminaries (Evangelical), 12 *Gymnasien*, 8 *Lyceen*, and 68 lower Latin schools. They had 418 teachers' positions and 8,927 students. The public *Realschulen* numbered 74 in January, 1885,



with 277 teachers' positions and 7,093 students. There were 18 elementary schools, so called (preparatory to the secondary schools), with 59 teachers and 2,460 scholars in 1885. The seminary for teachers of secondary schools for girls in Stuttgart had 13 male and 2 female teachers, and 25 young women as seminarists, or regular students, and 13 as extraordinary students. In December, 1884, there were 9 public secondary schools for girls, with 58 male and 48 female teachers, and 1,804 pupils. Private institutions with 15 male and 12 female teachers and 592 students, and the *Katharinenstift* and *Olgastift*, bring the totals up to 110 male and 102 female teachers, and 3,523 students of this grade of instruction.

*Primary instruction.*—The number of teachers' positions in January, 1885, was 4,332, with salaries ranging from 900 M. to 2,000 M. and over (\$214 to \$476). Of these, 1,825 were males who were in receipt of increased pay for length of service (over 40 years of age), 45 were females receiving increased pay for the same reason (over 30 years of age), and 18 were head teachers in teachers' seminaries receiving similar pay (over 40 years of age). The disbursements of the treasury on this account were 335,660 M. (\$79,887). The increase was 100, 140, and 200 marks for male teachers who had passed their fortieth, forty-fifth, and fiftieth years, respectively, 100, 125, and 150 marks for women of 30, 35, and 40 years, and from 200 to 600 marks for the head teachers between 40 and 60 years. There were 317,142 children in the different primary schools. The three orphan asylums had 663 pupils, and the institution for the deaf and dumb at Gmünd had 6 teachers and 56 scholars (*internes*) in 1884-'85.

THE FREE CITIES: BREMEN.—The number of schools in the *Landgebiet* is 25, and in 1883-'84 the attendance was 5,367, with 100 teachers, besides 22 female teachers of handwork. The fund for the aid of widows and orphans of teachers amounted to 24,465 M. in 1883-'84. In Vegesack there were 162 males and 78 females in the secondary schools, and 250 boys and 253 girls in the primary school in 1884. The fund for the aid of the widows and orphans of teachers, which was started in 1869 by the teachers of the *Realschule*, amounted to 12,872 M. in 1884. In Bremerhaven there were 382 male and 360 female students in the secondary schools, and 981 boys and 972 girls in the primary schools, in April, 1884. The relief fund for widows and orphans amounted to 22,778 M. in 1884.

LUBECK.—The total attendance of the different grades of schools in 1884-'85 was 12,492, of which number 10,182 attended the public and 2,310 the private schools. In the city of Lubeck and its suburbs the secondary schools, with their preparatory schools and industrial schools, and the navigation school, had 1,256 students; in the public elementary schools there were 5,073 children (2,751 boys and 2,322 girls), and in the church, poor, and other schools there were 1,863 children (976 boys and 887 girls). The private schools of all grades and kinds had 2,200 pupils. In Travemünde there were one private and two public schools, with 403 pupils, and in the other districts there were 1,697 pupils (855 boys and 842 girls). The city appropriation for school purposes in 1884-'85 was 337,380 M. (\$80,296).

The city library loaned 4,783 volumes in 1884, including 828 on German literature, 769 historical works, 689 theological, 503 on classical philology and archæology, 429 relating to Lubeck, 282 on natural sciences, 270 on music, 250 on modern languages, 163 general works, 152 on art, 132 on geography and travels, 122 on law, 74 on pedagogics, 58 on philosophy, 27 on mathematics, 19 manuscripts, 10 on medicine, and 6 antiques. The number of volumes consulted in the reading room was nearly double the number loaned.

HAMBURG: *Secondary instruction.*—In 1884-'85 there were, besides the directors, 29 teachers, 5 candidates, and 542 students in the Johanneum. The *Wilhelm Gymnasium* had 16 teachers and 1 candidate, besides the director, and 310 students. The *Realgymnasium* (the preparatory school included) had 34 teachers and 2 candidates, besides the director, and 852 students (270 preparatory). The higher burgher school had 23 teachers (including the preparatory school) and 734 scholars (293 of whom were in the preparatory school); and one other school, 8 teachers in all and 119 scholars. There

were 139 private and semi-public schools, with 20,470 pupils, and 531 male and 604 female teachers.

*Primary instruction.*—The teachers' seminary, or normal school, had 103 students. There were 35 graduates in March, 1885; the preparatory school had 103 pupils in 1885. The normal school for females had 67 students, of whom 33 graduated in March, 1885; the preparatory school had 89 pupils. The relief fund for the seminary for males amounted to 15,336 M., and for females to 8,480 M., in 1885. The public elementary schools numbered 68, with 655 male and 315 female teachers, and 42,094 pupils (21,295 boys and 20,799 girls).

*Teachers' salaries.*—The salaries of the head teachers ranged from 4,400 to 3,000 marks (\$1,047 to \$714), besides an allowance of 750 M. (\$178) for rent; of teachers of the first grade, from 3,250 to 2,250 marks (\$773 to \$535), and the rest ranged from the last figure down to 1,000 M. (\$238). The salaries of female teachers ranged from 1,800 to 800 marks (\$428 to \$190).

The orphan asylum had 315 children in its schools; the institute for the deaf and dumb 79 (44 boys and 35 girls), and the blind asylum 15. There were 47 schools in the country district, with 6,926 pupils, and 116 male and 23 female teachers, and the expenditures for these schools amounted to 392,087 M. (\$93,317). The industrial school had 12 teachers and 637 students, and the evening and Sunday schools were attended by 2,007 persons. The school for builders had 170 pupils.

GREAT BRITAIN AND IRELAND, constitutional monarchy: area, 120,832 square miles; population (1884), 35,951,855.\* *a.* ENGLAND AND WALES: population (1884), 27,132,449. Capital, London: population, 4,766,661.

The following information is derived from the Report of the Committee of Council on Education (England and Wales), 1884-'85, signed by Lord Carlingford and A. J. Mundella.

*Day schools.*—For the year ending August 31, 1884, the number of aided day schools in England and Wales visited by the inspectors was 18,761, containing 27,958 departments under separate head teachers, aided by a large number of assistants; the schools furnished accommodation for 4,826,738 scholars.

The number on the registers was 4,337,321; the average daily attendance 3,273,124. The number of scholars qualified by attendance for examination was, in infant schools and classes, 1,069,050; in schools and classes for older scholars, 2,546,004.

The number of older scholars presented for examination in standards i-vii was 2,342,521, of whom 1,534,629 passed the prescribed test without failure in any one of the three subjects (reading, writing, and arithmetic).

While the increase of the population during the year is estimated at 1.35 per cent., the school accommodation has increased by 3.35 per cent., enrollment by 1.5 per cent., and average attendance by 4.67 per cent. The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary contributions (734,123*l.*), and by an advance in the contributions from rates to the maintenance of board schools from 840,947*l.* to 915,474*l.*

The school pence have risen from 1,659,743*l.* to 1,734,115*l.*

The annual government grants to elementary day schools rose in the year from 2,522,541*l.* to 2,722,351*l.*, or from 16*s* 1½*d* to 16*s* 7½*d* per scholar in average attendance.

*Night schools.*—Number examined, 847; average attendance of scholars above 12 years of age, 24,434.

*Training colleges.*—The 41 training colleges from which the supply of certificated teachers is mainly recruited were attended in 1884 by 3,214 students.

*School accommodation, enrollment, and attendance.*—On the usual assumption that school seats should be provided for one-sixth of the total population, the returns ought to show a provision of 4,522,075 school places. The actual supply is somewhat in excess of this number; but it is not evenly distributed throughout the country, so that in several counties the number of seats may not be equal to one-sixth the present population. If the supply of seats is, on the whole, somewhat in excess of the



required number, the attendance of scholars falls lamentably short of it. This may be seen from the fact that while, with the present population, there might be 5,426,490 (1 in 5) on the registers, and 4,522,075 (1 in 6) in average daily attendance, the returns show only 4,337,321 children on the registers, and 3,273,124 in attendance. In other words, for every 100 children of school age, for whom some 89 school seats have been provided, there are only 80 scholars on the registers, and 60 in daily attendance.

*Standards of pass examinations.*—The following table shows for each standard (a) the number of scholars examined in the standard, and (b) the number above 10 years of age examined.

Standard.	(a.)	(b.)
I.....	519,863	60,245
II.....	574,242	158,392
III.....	516,074	303,701
IV.....	407,137	398,850
V.....	221,491	221,276
VI.....	83,270	83,264
VII.....	20,444	20,444

As a general rule, it may be observed that a child of 10 should be able to pass the standard iv.

It thus appears that whereas, out of 2,342,521 scholars examined, as many as 1,246,172 are over 10 years of age and ought to have been presented in standards iv-vii, only 723,834 were so presented, while 522,338 (or 41.92 per cent.) were presented in standards suited for children of seven, eight, and nine years of age.

There has, however, been a gradual improvement in this respect, which is due partly to the more regular attendance and increased proficiency of the children between five and ten years of age, and partly to the greater attention paid by teachers to the progress of individual scholars.

Examination of the school returns shows that the education of many children of 10 years of age and upwards is discontinued as soon as, by passing the prescribed standard, they are freed from the obligation to attend school, and become entitled to go to work. Out of 374,336 children presented in standard iv (the exemption standard) in 1883, as many as 152,845 disappeared from the schools in 1884; while the 202,713 scholars in standard v, of 1883, fell in the year to 82,270, and the 77,850 scholars in standard vi to 20,444.

#### THE GOVERNMENT GRANT.

Elementary schools that fulfill certain specified conditions and are accepted by the Department as efficient, participate in the government grant. The annual grant is made up of several grants distributed as follows:<sup>1</sup>

##### I.—*Infant schools or classes.*

(a) A fixed grant amounting (1) to 9s, if the scholars are taught as a separate department, under a certificated teacher of their own, or as a class under a teacher not less than eighteen years old, approved by the inspector; in order that this grant may be made, the scholars must be taught in a room properly constructed and furnished for the instruction of infants; (2) to 7s, where the above conditions are not satisfied.

In order that either of these grants be made, the scholars must be taught as befits their age, and so as not to interfere with the instruction of the older children. Only one infant class will be recognized in any department.

<sup>1</sup> The sum mentioned is the amount of a year's grant for each unit of average attendance.



(b) A merit grant of 2s, 4s, or 6s, if the inspector reports the schools or classes to be fair, good, or excellent, allowing for the special circumstances of the case, and having regard to the provision made for (1) suitable instruction in the elementary subjects, (2) simple lessons on objects and on the phenomena of nature and of common life, and (3) appropriate and varied occupations.

No merit grant is made unless the report on the instruction in the elementary subjects is satisfactory.

(c) A grant for needle-work of 1s, if the scholars are satisfactorily taught needle-work according to the schedule. This grant is calculated on the average attendance of girls only, unless the boys are taught needle-work.

(d) A grant for singing, amounting (1) to 1s, if the scholars are satisfactorily taught to sing *by note*, i. e., by the standard or any other recognized notation; (2) to 6d, if they are satisfactorily taught to sing *by ear*.

## II.—*Schools for older scholars.*

(a) A fixed grant amounting to 4s 6d.

(b) A merit grant amounting to 1s, 2s, or 3s, if the inspector, allowing for the special circumstances of the case, reports the school to be fair, good, or excellent, in respect of (1) the organization and discipline; (2) the intelligence employed in instruction; and (3) the general quality of the work, especially in the elementary subjects.

(c) A grant for needle-work, amounting to 1s if the girls are satisfactorily taught needle-work according to the schedule. This grant is calculated on the average attendance of girls only.

(d) A grant for singing, amounting (1) to 1s if the scholars are satisfactorily taught to sing *by note*, i. e., by the standard or any other recognized notation; or (2) to 6d, if they are satisfactorily taught to sing *by ear*.

(e) A grant on examination in the elementary subjects, determined by the inspector's report of the percentage of passes in the examination, at the rate of 1d for every unit of percentage.

All scholars whose names are on the registers of the school must, as a rule, be present at the inspection, unless there is a reasonable excuse for their absence.

All scholars present whose names have, at the end of the school year, been on the registers for the last 22 weeks that the school has been open, must, as a rule, be presented to the inspector for examination.

All scholars so presented must be examined in the three elementary subjects according to one of the standards set forth in the schedule, unless the managers satisfy the inspector that there is a reasonable excuse for withholding them from the examination.

(f) A grant on examination in class subjects, amounting to 1s or 2s for each subject, if the inspector's report on the examination is fair or good.<sup>1</sup>

(g) A grant on the inspector's report of the examination of individual scholars in specific subjects,<sup>2</sup> amounting to 4s for each scholar passing in any subject.

## III.—*Evening schools.*

(a) A fixed grant amounting (1) to 4s, if the school has met not less than 45 nor more than 60 times since the last examination; (2) to 6s, if the school has met more than 60 times since the last examination.

(b) A grant on the inspector's report of the examination of individual scholars in any of the elementary or additional (i. e., class or specific) subjects, amounting to 2s for each scholar passing in each subject. This grant is not calculated on the average attendance.

<sup>1</sup> The recognized class subjects are: English, drawing, geography, elementary science, and history, with needle-work for girls.

<sup>2</sup> Specific subjects: Algebra, Euclid and mensuration, mechanics, chemistry, physics, animal physiology, botany, principles of agriculture, Latin, French, and domestic economy.

The following are rules of examination :

No scholar may be presented for examination who has not attended the school for eight weeks, and made at least 24 attendances since the last examination.

No scholar may be presented for examination in a standard lower than the third.

No scholar may be presented for examination in any subject for the teaching of which provision is not made in the time table of the school.

No scholar may be presented for examination in the additional subjects alone.

#### IV.—*Training colleges.*

There are placed to the credit of each college grants of 100*l* for every master, and of 70*l* for every mistress, who, having been trained in such college as a queen's scholar during two years, (a) completes the prescribed period of probation, and receives a certificate as a teacher in a public elementary school, or in a training college; or (b) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the army or navy, or (within Great Britain) in poor law schools, certified industrial or day industrial schools, or certified reformatories.\*

Teachers who have been trained for one year only may obtain certificates after probation, or may be reported by the proper department, upon the same terms as others; and grants, of half the amounts mentioned above, may be placed to the credit of the colleges in which they were trained, under special conditions.

By the regulations of the code under which the grants for the past year have been administered, those made on account of the scholars depend upon the average attendance to a much greater extent than formerly.

#### AVERAGE EARNINGS AND AMOUNT OF GRANTS FOR 1884.

##### *Infant schools.*

The average earnings per head of "number for payment" were as follows:

	s.	d.
Under the fixed grant .....	8	7
Under the merit grant .....	3	10
Under the needle-work grant.....	0	10
Under the singing grant.....	0	8½
Total.....	13	11½

##### *Schools and classes for older scholars.*

The average earnings per head of the average number in attendance for payment were as follows:

	s.	d.
Under the fixed grant.....	4	6
Under the merit grant.....	1	10½
Under the needle-work grant.....	0	2½
Under the singing grant.....	0	8½
Under the grant for examination in elementary subjects.....	6	11
Under the grant for examination in first-class subjects .....	1	6
Under the grant for examination in second-class subjects.....	1	5½
Under the grant for examination in specific subjects and cookery.....	0	1½
Total.....	17	2½

The grants claimed by the managers of infant schools and schools and classes for older scholars, in respect of the fixed grant, merit grant, grants for needle-work and singing, and for passes in elementary and class subjects, amounted to 2,661,796*l* 14*s*. The amount claimed on examination in specific subjects and for cookery was 13,245*l* 13*s* 10*d*.

The extent to which class and specific subjects are taught is indicated by the fact that grants for class subjects were allowed in 18,483 schools, and that out of 325,205 scholars eligible for examination in specific subjects, 66,634, or 20.49 per cent., were presented for examination. Of these, 26,369 were in the London school board district.

*Miscellaneous.*—Cookery was taught in 541 schools, or in 121 more schools than in 1883, and military drill was systematically taught to the boys attending 1,165 day schools. Savings banks have been established in 1,979 schools, and school libraries in 3,222.

#### THE TRAINING COLLEGES.

The training colleges under inspection in England and Wales, which have been established at a cost of 114,483*l* 5*s* 3*d* to the public purse, and of some 520,272*l* 3*s* 2*d* to the promoters, provided accommodation for 3,383 students, and 3,234 are in residence. These colleges can, therefore, at present furnish a yearly supply of some 1,500 teachers who have been trained for two years. This supply would be of itself sufficient to fill up the waste (calculated at 6 per cent.) in a staff of 25,000 teachers. Looking at the number of duly qualified persons who yearly enter the profession through other recognized channels, and to the probable effect of recent changes in the code, in attracting a superior class of teachers from the universities, and in improving the education of the uncertificated assistant teachers employed by school boards, the committee see no reason to doubt that, even taking into account the extent to which certificated assistants are now being employed in large schools that have been established during the last few years, the supply of teachers trained in the existing colleges, and in others that will shortly claim annual grants, will be found sufficient to meet the requirements of the country.—*Report of the Education Committee.*

A considerable number of teachers who have not passed through the training colleges will always be required for service in the small schools throughout the country, as the salaries which the graduates of the training colleges can command are beyond the means of the managers of a large number of small schools.

The average salary of a certificated master, which in 1870 was 95*l* 12*s* 9*d*, is now 119*l* 3*s* 6*d*; that of a school mistress was 57*l* 16*s* 5*d* in 1870, and is now 72*l* 4*s* 2*d*. In addition to their other emoluments, 6,202 out of 15,243 masters, and 5,436 out of 22,434 mistresses, are provided with residences free of rent; these averages are calculated upon the whole of the certificated teachers, whether principal or assistant.

The proportion of female teachers in elementary schools steadily increases.

With the view of encouraging the study of scientific subjects in training colleges, it has of late years been arranged that success in the examinations in science, held by the Science and Art Department, should be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools.

At the Christmas examinations 1,379 students presented themselves in one or more branches of science. The authorities of several colleges have introduced the principles of agriculture into the course of training for their students. Languages (ancient and modern) now enter into the course of study in all the training colleges for masters, and in several of those for mistresses, and drawing is very generally pursued by those intending to become teachers.

*Pensions.*—During the year ending Michaelmas, 1884, the department has allowed 13 pensions of 30*l* each, 107 of 25*l* each, and 79 of 20*l* each, together with 12 gratuities amounting to 400*l*. At the date mentioned there were 270 teachers in England and Scotland to whom pensions had been granted. The full number of pensions allowed has therefore been filled up.

*Income and expenditure.*—The total income (England and Wales) for the year ending August 31, 1884, was 6,121,538*l*, and the total cost of maintenance was 6,131,887*l*. The cost of maintenance per child in average attendance was, in board schools, 2*l* 1*s* 8*d*; in voluntary schools 1*l* 15*s* 2*d*.



## ELEMENTARY SCHOOLS OF LONDON.

*School accommodation, enrollment, and attendance.*—The chairman of the London School Board, Mr. E. N. Buxton, in his annual statement for the year ending November, 1885, called attention to the fact that by the end of November the accommodation would have reached 631,357 places, to meet an estimated requirement of 667,637. He observes that although the Education Department, in its report just issued, mentions "the necessity of further increasing the present provision" in London, it will be seen that the efforts which have been made to reduce the arrears have been so far successful that the next board will have a comparatively easy task to bring the supply level with the demand.

He urges that in future, in the endeavor to anticipate the demands of the growing population, sites should be acquired large enough to provide adequate playgrounds. There is a growing desire for open spaces for the children, and no complaints have been made that the playgrounds are too large. As a matter of fact their area is, on an average, less than half an acre to each school.

According to the report of the by-laws committee, the average enrollment in efficient elementary schools at midsummer, 1885, was, in board schools, 346,140; in voluntary schools, 211,711; or a total of 557,851.

The average attendance was, in board schools, 290,099; in voluntary schools, 168,712; or a total of 458,811.

With reference to the foregoing statistics Mr. Buxton says: "To summarize the statistics of school provision and attendance, and to compare them with those of the rest of the country, I may mention that whereas in the latter for every 100 children of school age there are 89 school seats, 80 scholars on the registers, and 60 in daily attendance, in London for every 100 children of school age 80.8 school seats have been provided, and we have 77.4 on the registers, and 60 in daily attendance."

*School fees.*—The fees charged in the schools average 2s 2d per week, and the total sum collected last year was 107,866l. The arrears of fees, which three years ago were 1.77 per cent. of the whole sum collected, have now reached the startling figure of 7.85 per cent.

This evil is the constant subject of attention on the part of the board, but as yet no effectual remedy has been devised. The proposal to make the schools free has been three times formally debated by the board, with the following results:

On the first occasion a motion in favor of free schools was defeated by twenty-two to thirteen; later, on a motion for establishing experimental free board schools, the previous question was carried by twenty-six to twelve; and on the last occasion a motion similar to the first was defeated by nineteen to eighteen votes.

*Administrative changes.*—The most important administrative changes effected by the present board are the payment of teachers by fixed monthly salaries in lieu of part payment by grant, and the instruction of pupil-teachers in central classes. The former has proved not only a great practical convenience to the teachers, but, by discouraging the race for mere mechanical results, is the most practical safeguard against over-pressure which it lay in the power of the board to provide.

*Teachers.*—In the service of the board there are 5,511 adult teachers and 1,668 pupil teachers and candidates. The policy of substituting in part adult for pupil teachers, i. e., of skilled for unskilled teaching, has been deliberately adopted by the board to economize the time and strength of the children and to avoid overstrain. The average salary of a certificated male teacher under the London Board is 143l 16s 5d, and of a certificated female 112l 6s 11d; whereas in the rest of the country they are 119l and 72l, respectively. This is partly accounted for by the higher cost of living in London, which also compels managers of voluntary schools to pay higher salaries in London than in the country, and by the fact that the board does not provide teachers with houses; but after making these allowances the salaries are found to be somewhat higher than the average. This has been done for the avowed purpose of attracting the best workers in the service to cope with the exceptional difficulties of London.

*Passes in the three "R's."*—Each triennial period has shown an improvement in the success with which the children are taught the three primary subjects. The appended table, taken from the latest report of the school management committee under each board, and referring to schools which had been examined for a complete year's work, exhibits the progressive percentage of passes:

	1873.	1876.	1879.	1882.	1885.
Reading.....	87.9	87.1	82.2	92.1	95.1
Writing.....	83.3	83.7	84.7	90.0	89.2
Arithmetic.....	76.8	77.9	80.0	85.4	87.4

At the same time each triennial period shows a steady growth in the number of children in the higher standards.

The board employs special examiners or instructors in needle-work, singing, drawing, and certain other special subjects, from whose reports the following information is derived.

As regards music, the substantial progress and excellent condition of the schools in general is evidenced by the fact that few departments failed during the half year ending September 25, 1885, to obtain the full grant. The instructors in drill for boys and physical exercise for girls report steady progress.

During the half-year instruction in cookery has been given with marked success in 42 centers and class-rooms. Improvement is noticed in the average quality of needle-work presented for inspection.

*Cost of maintenance.*—The expenditure per child in average attendance has increased from 2l 16s 4d in 1882, to 3l 0s 3d in 1885, and the estimate for the current year is 3l 1s 1d.

*Technical education.*—In accordance with the suggestion of the special committee on technical education, the board has agreed that an experiment should be tried in imitation of what is called the *slöjd* system of handicraft, in use in Sweden. The system consists of instruction in the use of certain simple tools, and the making of a number of useful articles in wood, by the children, under the eye of the instructor.

*Industrial schools.*—Under the head of industrial schools Mr. Buxton says that the striking diminution of juvenile crime in recent years, amounting almost to a social revolution, is due to the fact that throughout the country preventive measures have to a great extent anticipated punishment. A large portion of London children formerly led their aimless lives in the streets or squalid rooms, because no pressure could be used to subject them to the discipline of schools, and the schools thus created necessarily recruited the ranks of criminals. It is now but a small percentage who have the chance to learn the first steps of waywardness and irregularity.

While previous to 1870 much progress had been made and experience gained in the establishment of industrial schools, the voluntary agencies were insufficient to discover and to cope with all the cases of children in danger of falling into evil courses. The ground is now completely covered in London by the industrial school officers, and it is difficult for such children to escape their observation for any length of time. During the last three years the industrial committee has inquired into 5,334 cases laid before them by the officers, and of these, 1,448 have been sent to industrial schools under voluntary management, and 931 to board industrial schools.

b. SCOTLAND: population 3,866,521. Capital, Edinburgh: population, 236,002.

The following information is compiled from the Report of the Committee of Council on Education in Scotland for the year ending September 30, 1884, signed by Lord Carlingford and Mr. Mundella.

*Day schools.*—Number of day schools inspected, 3,131, containing 3,435 departments under separate head teachers aided by a large number of assistants and pupil



teachers; accommodation for 655,672 scholars; enrolled, 587,945; average daily attendance, 448,242; present on the day of the inspectors' visits to their respective schools, 518,844; qualified by attendance for examination, 443,741; presented for examination, 404,575, viz: 59,282 (under 7 years of age) for collective, and 345,293 (7 and over) for individual examination; of these last, 270,092 passed the prescribed test without failure in any one of the three essential subjects (reading, writing, and arithmetic).

In the year covered by this report the accommodation has increased by 21,971 school places; the scholars on the registers by 18,704; those present at inspection by 20,330; and the average attendance by 15,105; while the number of children individually examined has increased by 14,587 (or 4.41 per cent.).

The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary subscriptions (28,517), and by the contributions from rates to the maintenance of public schools, which have increased during the past year from 196,708 to 211,989. The school pence have increased in the year by some 12,690, and amounted to 289,112.

The annual government grants to elementary day schools rose in the year from 384,042 to 402,791. The rate per scholar in average attendance has increased from 17s 8½d to 17s 11½d.

*Night schools.*—Number examined, 193; average attendance of scholars above 12 years of age, 9,879.

*Training colleges.*—The seven training colleges from which the supply of certificated teachers is mainly recruited, were attended in 1884 by 851 students.

*School accommodation, enrollment, and attendance.*—On the usual assumption that seats should be furnished for one-sixth of the total population, the returns ought to show a provision of 642,701 school places.

The actual supply is somewhat in excess of this; but it is not evenly distributed throughout the country, and in several counties the seats are not equal in number to one-sixth of the population. This occurs either where that extent of accommodation is not called for, the inhabitants of the upper classes being in excess of the normal one-seventh, or where, as in one or two large towns, the wants of the population have not yet been fully met by the efforts of the school boards.

If the supply of seats is equal to the requirement, the attendance of scholars falls lamentably short of it.

This may be seen from the fact that while, with the present population, there might be 771,241 (1 in 5) on the registers, and 642,701 (1 in 6) in average daily attendance, the returns show only 587,945 children on the registers, and 448,242 in attendance.

In other words, for every 100 children of school age, for whom some 85 schools seats have been provided, there are only 76 scholars on the registers, and 58 in daily attendance.

*Standards of instruction.*—The following table shows for each standard, (a) the age at which the standard ought to be passed; (b) the number of scholars of that age on the registers of aided schools; (c) the number of scholars examined in the standard; and (d) the number above 10 years of age examined:

Standards.	(a)	(b)	(c)	(d)
I.....	7	79,099	75,578	4,055
II.....	8	79,648	72,984	12,032
III.....	9	76,891	68,640	29,964
IV.....	10	73,632	60,978	57,697
V.....	11	67,123	46,636	46,552
VI.....	12	50,322	20,477	20,476



It thus appears that whereas, out of 345,293 scholars examined, as many as 170,776, being over 10 years of age, ought to have been presented in standards iv-vi, only 124,725 (or 73.03 per cent.) were so presented, while the remaining 46,051 were presented in standards suited for children of 7, 8, and 9 years of age.

The committee point out that there has been a gradual improvement in this respect, which is believed to be mainly due to the provision of the code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 18.77 per cent. in 1875 to 37.10 per cent. in the past year.

Regret is expressed that the education of so many children of 10 years of age and upwards is discontinued as soon as, by passing the prescribed standard, they are freed from the obligation to attend school, and become entitled to go to work. Out of 58,329 children presented in standard iv in 1883, as many as 11,693 disappeared from the schools in 1884; while the 43,823 scholars in standard v of 1883 fell in the year to 20,477.

*Subjects beyond the standard examination.*—Of 61,429 scholars presented in subjects beyond the standard examination, 4,849 were examined and 3,705 passed, in three such subjects; 36,358 were examined and 26,565 passed, in two such subjects; and 24,191 passed in one subject.

Satisfaction is expressed at the large number of public schools which are taking advantage of the aid offered by the code for the encouragement of higher instruction. Considering the number of new schools which have been started in the last few years, and the compulsory importation of neglected children into the schools previously established, the fact that in 1,941 out of 3,130 departments (*i. e.*, exclusive of infants' schools) scholars were examined in specific subjects, shows a rate of progress greater than could reasonably have been anticipated.

*Miscellaneous.*—Military drill was systematically taught to the boys attending 310 schools. Cookery was taught in 40 schools. Savings banks have been established in 123, and school libraries in 167 schools. In 3,164 departments of schools in which singing is taught, the instruction is given by ear in 1,224, or 38.69 per cent.

*The teaching force.*—In the training colleges under inspection, which are recognized as required for 860 students, 856 students are now under instruction. These colleges can, therefore, at present furnish a yearly supply of about 430 teachers who have been trained for two years. This supply, taking into account those who enter the profession through the universities and without passing through a training college, is sufficient to fill up the waste (calculated at 6 per cent.) in a staff of 8,000 teachers, and is probably somewhat in excess of the requirements of Scotland.

The extent to which the training colleges have contributed to the existing supply of certificated teachers in Scotland is shown by the fact that of 3,394 masters employed in schools reported on last year, 2,137, or 62.96 per cent., had been trained for two years; 319, or 9.40 per cent., for one year; and 75, or 2.21 per cent., for less than one year; while 863, or 25.43 per cent., were untrained. In like manner, of 2,826 school-mistresses, 1,917, or 67.83 per cent., had been trained for two years; 108, or 3.82 per cent., for one year; 12, or .43 per cent., for less than one year; and 789, or 27.92 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as *untrained*, having, under the superintendence of some of the best teachers, satisfactorily completed the pupil-teacher's course, and having served as assistants in large schools, before passing the examination for a certificate and undertaking independent charges.

The system of combining attendance at university classes with the efficient course of practical professional training provided by the colleges under inspection was first introduced by the code of 1873, and is now producing very satisfactory results. In 1883, 126 students took advantage of this arrangement, many of whom passed with great credit the examination for certificates held last Christmas.

All the training colleges for masters are now availing themselves of this provision of the code.

With the view of encouraging the study of scientific subjects in training colleges, the syllabus has of late years provided that success in the examinations in science, held by the Science and Art Department, should be taken into account in determining the students' places in the class list of candidates for certificates as teachers of public schools.

Languages now enter into the course of study in all the training colleges, both for masters and mistresses.

Drawing is very generally pursued by students of the training colleges.

A considerable number of teachers who have not passed through the training colleges will always be required for service, as the salaries commanded by the graduates of these colleges are beyond the means of the managers of many small schools throughout the country.

The average salary of a certificated master, which in 1870 was 101*l* 16*s* 7*d*, is now 134*l* 16*s* 8*d*; that of a schoolmistress was 55*l* 14*s* 2*d* in 1870, and is now 66*l* 6*s* 6*d*. These averages are calculated upon the whole body of certificated teachers, whether principal or assistant. In addition to their other emoluments, 1,819 out of 3,379 masters, and 471 out of 2,802 mistresses, are provided with residences free of rent.

*Pensions.*—During the year the Department has awarded 4 pensions of 30*l*, 11 of 25*l*, 6 of 20*l*, and one gratuity to the amount of 30*l*.

*Income and expenditure.*—The total income for the year was 942,376*l*, and the total cost of maintenance 938,923*l*. The cost of maintenance per child in average attendance was, in public schools, 2*l* 2*s* 8*d*; in voluntary schools, 1*l* 16*s* 11*d*.

c. IRELAND: Population (census of 1881), 5,174,836. Capital, Dublin: population (census of 1881), 249,602.

The system of national education in Ireland is under the control of commissioners, who are authorized to grant aid to the following classes of schools: 1st, vested schools, of which there are two sorts, namely, (a) those vested in the commissioners, and (b) those vested in trustees for the purpose of being maintained as national schools; 2d, non-vested schools, the property of private individuals. Both these classes of schools are under the control of patrons or local managers.

There are also model schools, of which the commissioners are themselves the patrons, but which are conducted on the same fundamental principles as the ordinary national school. The commissioners encourage industrial instruction in national schools in all suitable cases, and also require that instruction shall be given in plain needlework in all schools in which female teachers are employed. They also award aid (1) toward the payment of teachers, and supply of books and other school requisites; (2) toward building school-houses, and providing suitable fittings and furniture (this aid is given for vested schools only); and (3) toward providing residences for teachers of national schools.

The chief objects of model schools are to promote united education, to exhibit to the surrounding schools the most improved methods of literary and scientific instruction, and to educate young persons for the office of teacher. In these schools the commissioners appoint and dismiss the teachers and other officers, regulate the course of instruction, and exercise all the rights of patrons.

The commissioners afford the necessary opportunities for giving religious instruction to the pupils by such pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

In addition to the ordinary national schools there are agricultural national schools. These consist of the Albert Model Agricultural National School, Glasnevin, under the exclusive management of the board; the Munster Model Agricultural and Dairy National School, Cork, under the management of the board aided by a local committee; and ordinary national schools, with school farms or gardens attached.

Workhouse schools and schools attached to lunatic asylums are received into con-



nection on condition that they shall be subject to inspection by the commissioners or their officers.

*Enrollment, attendance, and accommodation.*—From the report of the commissioners it appears that on December 31, 1884, there were 7,832 schools on the operation list. These supplied accommodation for 678,065 pupils, allowing 8 square feet for each pupil. The total enrollment for the year was 1,089,079; the average daily attendance was 492,928, being an increase of 25,224 as compared with 1883. The classification of the 696,130 pupils who made at least one attendance within the last fortnight of the results period was as follows: Infants, 179,808, or 25.8 per cent.; classes i-iii, 348,059, or 50 per cent.; classes iv-vi, inclusive, 168,263, or 24.2 per cent.

*Mixed schools.*—The classification of mixed schools as regards teachers and pupils was as shown by the following table:

	Number of schools.	Roman Catholic pupils.	Protestant pupils.
Under Roman Catholic teachers exclusively .....	2,717	343,704	21,510
Under Protestant teachers exclusively .....	1,274	21,265	128,106
Under Roman Catholic and Protestant teachers conjointly ..	81	11,211	9,218
Totals .....	4,072	376,180	158,834

*Unmixed schools.*—Of 3,697 schools, showing an unmixed attendance, 3,016 were in charge of Roman Catholic teachers and attended by 479,013 Roman Catholic pupils, and 681 were in charge of Protestant teachers and attended by 74,727 pupils.

*Model schools.*—The number of model schools reported is 29, having a total enrollment during the year of 16,243 pupils and an average daily attendance of 8,708. From the classification table of the pupils of the model schools it appears that 50.6 per cent. of them were in standards iv to vi, inclusive.

*Workhouse schools.*—The number of workhouse schools in connection with the Department December 31, 1884, was 159, having an enrollment during the year of 12,804 pupils and an average daily attendance of 6,767.

*Results examinations.*—The total number of schools, including evening schools, examined for results during the year was 7,767. The number of pupils examined was 512,452, of whom 115,615 were infants. The number passed was 402,198, of whom 107,329 were infants. The number of pupils examined and passed in extra subjects was as follows: Music, examined, 57,261; passed, 45,196. Drawing, examined, 25,827; passed, 19,797. Sewing machine and cutting out, examined, 5,769; passed, 4,966. Dairy and poultry management and domestic economy, examined, 255; passed, 224. Cookery, examined, 320; passed, 308. Other extra subjects, mathematics, physics, language, etc., examined, 23,238; passed, 15,488. The money value of the passes gained in vocal music and drawing was 7,767l 6s 6d; for other extra subjects, 4,985l.

*Comparative view.*—The percentages of passes gained in reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

	Ireland.	England and Wales.	Scotland.
Reading .....	93.5	90.8	93.1
Writing .....	95.8	82.4	90.6
Arithmetic .....	78.8	77.5	86.3

*Agriculture.*—The total number of school farms in connection with ordinary national schools on December 31, 1884, was 70. The total number of pupils examined in ag-



riculture in this class of schools was 789, of whom 633 passed in the agricultural programme.

There were also 19 schools having school gardens attached, for the management of which, and for the agricultural knowledge displayed by the pupils, special agricultural fees were granted upon the reports of the district inspectors. The number of pupils examined in the school gardens was 271, of whom 151 passed. There were 52,415 pupils examined in the agricultural class-books by the district inspector in the ordinary national schools at their results examinations, of whom 29,586 passed.

The total number of pupils examined in agriculture during the year 1884 (including the pupils of ordinary agricultural schools and school gardens) was 53,475, of whom 30,370 gained passes for their proficiency in that branch. These figures show that a larger number of pupils were brought under instruction in agriculture in 1884 than in 1883. The returns show an improvement of 2 per cent. in the answering as compared with that of 1883.

*Dairy management.*—The results from the establishing of dairy instruction at the agricultural institute have been eminently satisfactory. One session for dairy instruction was held during the year at the Albert farm, Glasnevin, at which 17 pupils attended. The Royal Dublin Society continued its aid by contributing prizes for successful pupils at the examinations which were held at the close of the session. At the Munster agricultural school, Cork, where the facilities for dairy instruction have been increased, 65 pupils attend. It is satisfactory to observe the increasing interest which is taken in this branch of technical instruction. At Cork, the chief butter market of Ireland, a large quantity of butter manufactured by pupils of the school is sold. Inspectors of the market testify to considerable improvement in the quality of the butter received at that market since the establishment of dairy instruction at the Munster agricultural school.

*The teaching force.*—On December 31, 1884, the commissioners had in their service 7,600 principal teachers and 3,068 assistants, making, in the whole, 10,668 classed teachers, of whom 3,413 were trained. In addition there were temporary assistants and work-mistresses to the number of 510.

The total number of teachers and students trained in the national training colleges was 177. The three training colleges under local management were also in successful operation. The total income of the teaching staff from all sources for the year ending March 31, 1885, amounted to 782,916*l* 18*s* 7*d*, viz, 625,558*l* 10*s* 3*d* from the board; 11,956*l* 18*s* 6*d* from the rates; and 145,401*l* 9*s* 10*d* from payments by pupils' subscriptions, and the estimated value of free residences, etc. Of the total sum, 20.1 per cent. was locally provided, and 79.9 per cent. was derived from parliamentary funds.

*Pensions.*—The number of teachers connected with the Pension Fund in the year ending December 31, 1884, was 10,181, and the amount paid in pensions was 14,924*l* 16*s* 1*d*, and in gratuities 8,043*l* 18*s* 5*d*.

*Income and expenditure.*—The funds at the disposal of the commissioners for the year ending March 31, 1885, amounted to 841,835*l* 4*s* 1*d*. The expenditures by the commissioners for the same time, 828,856*l* 17*s*.

The following information is derived from the thirty-second report of the Science and Art Department, whose operations embrace the United Kingdom:

*Science instruction.*—During the year 1884, the schools and classes of elementary science in connection with the Department, irrespective of the training colleges, were attended by 78,336 persons, an increase of 6,232 over the same for 1883. The number examined was 52,866; the number of papers presented (each paper being the examination in a separate branch of science), 86,910; passed, 61,734.

The total amount paid on the result of these examinations was 56,533*l* 12*s* 3*d*, an increase of over 11,000*l*, as compared with 1883. In addition to this elementary work, 138 classes were examined in connection with 39 training colleges, the payment in results amounting in the same to 5,104*l*. Grants for fitting up laboratories were made to 14 schools, amounting altogether to 1,353*l* 9*s* 1*d*, while the grants in aid of

the purchase of apparatus, diagrams, and examples amounted for the year to 1,334*l* 6*s* 4*d*.

The aid granted to local teachers of science classes in the country, to enable them to improve themselves by attending the classes and laboratories in institutions in their neighborhood where advanced instruction in science is obtainable, has been continued and extended. Special arrangements are made at Owen's College, Manchester; Firth College, Sheffield; Mason College, Birmingham; and the Yorkshire College at Leeds, to enable the teachers to attend two or more days a week, and three-fourths of their fees are defrayed by the Department.

In the Normal School of Science and Royal School of Mines, 213 students were under instruction, and in the Royal College of Science, Dublin, 80 students.

*Art instruction.*—In the year ending August 31, 1884, the number of elementary day schools examined for drawing under the regulations of the Science and Art Department was 4,506, or about 24 per cent. of the whole number of inspected schools. In these, 778,830 children and pupil teachers were taught drawing, of whom 508,370 were presented for examination. The grant on results in these schools amounted to 33,129*l*, an increase of 4,795*l* over the grant in 1882-'83. The grant made to the training colleges on account of examinations in drawing was 1,850*l*, an increase of 604*l* above the same in 1883.

The department also gives aid to art classes, which in 1884 numbered 490, having 23,745 students. For advanced art instruction there were 188 schools, with 14 branch classes, having in all 37,033 students. The National Art Training School had 721 students, and the Dublin Metropolitan School of Art 476.

The grand total of persons taught drawing, painting, or modeling through the agency of the department was 851,805, and the total of payments on their account was 59,123*l*.

During the year the number of visitors to the South Kensington Museum was 963,117, and to the Bethnal Green Branch 447,330.

The various methods of aiding provincial museums, exhibitions, schools of art, etc., by loans of objects from the central museum for exhibition, and for studying and copying, have been actively carried on during the past year. The museums thus aided are 23 in number, and of these no less than five are new buildings opened in the course of 1884.

The efforts began in 1883 toward developing and improving the lace-making industry of Ireland were continued in 1884. Students in the Dublin, Belfast, and Cork schools of art gained awards at the national competition (1884) for designs for hand-made lace. Specimens of needle-point lace, made from improved designs composed by members of the communities in convents at Kenmare and Killarney, have been submitted for inspection at the department; and the superiors of both these convents have stated that the sales effected during 1884 almost exhausted their stock, and that the demand for work has been unusual.

Some degree of interest in the means which may be adopted for improvement in drawing lace patterns has been manifested by the foremost of the dealers in Irish lace; but no practical steps have been initiated by them to take advantage of the aid offered, under the rules of the department, to establish art classes for their designers. Until something of the sort is done, no permanent improvement in design can be looked for in the larger amount of Irish lace on sale. On the other hand, a few of the ladies who have organized lace schools in or near their homes have encouraged one or two students of art schools to compose and draw out new patterns for their workers, and have purchased some of these designs.

The artistic side of the lace industry in Ireland is not, however, under such active supervision as obtains in France and Belgium. The distinction between designer and worker is not duly felt. A salient feature in the Irish trade is to find a sale for the productions of workers chiefly left to themselves to devise novelties in design; little

if any, provision being secured through voluntary or local enterprise, whereby persons shall be enabled to train themselves to make designs for the use of lace workers.

*Finances.*—The expenditure of the department during the financial year 1884-'85 amounted to 371,611*l* 12*s* 10*d*.

ITALY, constitutional monarchy: area, 110,620 square miles; population (in December, 1884), 29,361,032. Capital, Rome: population, 273,268. Minister of public instruction, Signor Michele Coppino.

The following statements concerning the lower grades of schools in Italy are taken from "*Statistica dell' Istruzione elementare per l' anno scolastico 1882-83.*"

There were 1,741 infant schools for children from 2½ to 6 years of age, in 1,322 communes. The children in attendance numbered 218,958 (110,598 boys and 108,360 girls). The funds for these *salles d'asile* are furnished by the communes, by societies for the maintenance of infant schools, by charitable associations, and private individuals.

In 1882-'83 this amount was 5,054,599 lire (\$975,537). By a law of November 13, 1859, instruction was rendered obligatory between the ages of 6 and 12. The parents were to be fined 50 lire in case their children did not attend school. This law was never enforced, but on July 15, 1877, it was enacted that children between 6 and 9 years must attend school, and such attendance should be continued through the tenth year if the pupil did not show a sufficient knowledge of the three "R's," the rudiments of Italian, the metric system, and the duties of citizenship. This law went into effect October 15, 1877, and, although not strictly enforced in all communes, the statistics for 1882-'83 show its application in 8,116 communes out of 8,859. According to a clause of the law of 1877, children are exempt from attendance on these communal schools if they are receiving instruction either at home or in private schools.

Public elementary schools must be kept open at least 4 months of the year. The usual term is from October 15th to August 15th. No more than 70 pupils are allowed to a class, and if the increase in attendance is such as to exceed this number, another school must be opened in the commune.

The lower primary grades numbered 37,647 in 1882-'83, with 39,007 teachers, and 1,760,097 pupils. The upper primaries, 4,743 in number, registered 113,626 pupils, with a general attendance of 96,263. There were 5,006 teachers and assistants. The 7,129 private schools added 7,478 teachers and 163,102 pupils to the above. Total public and private schools of elementary grade 49,519, with 51,491 teachers and 2,036,825 pupils.

Among the schools not included under the term obligatory were 6,787 evening and 3,831 Sunday schools, with a registration of 398,487 pupils; teachers, 10,704. Although these schools have both lower and higher grades, the course of study is not identical with that of the day schools of like grade. The normals, for the purpose of preparing teachers for elementary grades, have two years in their lower course, and 3 years added to 2 years preparatory in their higher course. In 1882-'83 there were 124 normals reported (69 governmental schools; the others communal, provincial, or private), with 9,416 pupils. At the close of the year 8,689 pupils were on the rolls. The total number of pupils receiving diplomas in the various normals in 1882-'83 was 3,124. The expenditures for elementary grades, normal schools, Sunday and evening schools, and infant schools, as given by the state, the communes, and the provinces, reach a total of 49,268,755 lire (\$9,508,869), or 1.73 lira to each inhabitant.

The "*Statistica dell' Istruzione secondaria e superiore per l' anno scolastico 1883-'84*" is authority for the following information.

Secondary classical instruction is of two grades, and covers eight years. The first grade consists of a five years' course in the gymnasia; the second of three years in the lycées. By law the gymnasia are to be maintained by the communes wherein they are situated. Still certain gymnasia, established prior to such law, receive state aid, as do a few others in some of the provinces. The lycées are state institutions, but buildings and apparatus, with the exception of that used for scientific purposes, are furnished by the communes. In 1883-'84 there were 1,075 institutions



for secondary classical instruction, viz. 734 gymnasia and 341 lycées. In the gymnasia were 45,110 pupils; in the lycées 13,674; total, 58,784. One gymnasium to 33,773 inhabitants, and a lycée to 83,436 inhabitants, is the rule according to the census of 1881. The teaching force for the two grades of institutions numbered 5,938; of these, 4,133 were in the gymnasia, the remaining 1,805 in the lycées. The regular teachers belonging to these institutions were, however, not more than 3,323 for gymnasial instruction, and 1,260 for the lycées, as the other instructors, or lecturers, were not accredited to any one place, but taught in different institutions. From 1880-'81 to 1883-'84 the number of gymnasia increased from 701 to 734; the pupils from 41,124 to 45,110.

The increase in the number of lycées was from 298 to 341; in pupils from 11,133 to 13,674.

*Technical instruction* of a secondary grade is furnished by a 3-years' course in technical schools, and a 4-years' course in technical institutes. During one year the instruction is alike for all sections. The state, the provinces, and the communes support a majority of these institutions, but there are also private institutions of similar character. In 1883-'84 a total of 498 technical institutions, viz. 422 schools and 76 institutes, were reported; whole number of pupils, 32,036; hearers, 1,313. At the close of the year the figures stood 28,358 to 922.

The numbers for the year were subdivided as follows: The technical *schools* had 24,948 pupils and 805 hearers; the technical *institutes* 7,133 pupils and 508 hearers. Professors, teachers, and assistants numbered 3,031 for the schools, and 1,230 for the institutes. During the three years 1880-'81—1883-'84 the increase of technical schools was from 383 to 422; the technical institutes decreased from 79 in 1880-'81 to 76 in 1883-'84.

Another branch of technical instruction is given in the naval mercantile schools. These schools are the outgrowth of decrees of August 18, 1864, November 22, 1866, and January 30, 1873. The first and second decrees divided the instruction in two grades: a 1-year's course, and a 3-years' course; or into nautical schools and nautical institutes, with instruction tending to make machinists of second and first classes, naval constructors of similar class, and captains for the merchant marine. The regulations of January 30, 1873, divided the course of instruction in six sections. The division for machinists covers 4 years; that for naval constructors and captains 3 years. Similar to the other technical schools, the state, the provinces, and the communes are responsible for the maintenance of such schools. In 1883-'84 there were 24 naval mercantile institutions with 825 pupils, 111 of them hearers.

*Superior instruction* is furnished by the universities, superior collegiate institutions, and superior special schools. The universities numbered 21 in 1883-'84. Seventeen of these were state universities, and 4 were "free" (*libere*) universities maintained by the province and commune, but still subject to the state as far as uniformity of study is concerned. The higher collegiate institutions, 11 in number, included 5 schools of engineering, 3 of veterinary surgery, a literary-scientific academy, a higher normal school, and an institute of higher grade for perfection in study. The 10 special schools were as follows: 2 schools of agriculture, a school of music (*scuola per le zolfare*), a higher naval school, a higher commercial school, an industrial museum, 2 institutions of high grade for women who expect to become teachers (*dì magistero femminile*), a forestry school, and a school for the study of social science.

The universities have 4 faculties: Law; philosophy and literature; mathematics, physics, and natural sciences; and medicine and surgery. In a few of these institutions there are schools of pharmacy, veterinary surgery, and obstetrics. The universities of Padua, Palermo, Pavia, Pisa, and Genoa have schools of civil engineering annexed to the faculties of science, and at Pisa there is also an agricultural division. In 1883-'84 a one-year's course only was reported in the schools of engineering in Pisa, Pavia, and Genoa. In order to obtain the requisite degrees, a 4-year's course is

required in all the faculties except that of medicine and surgery; in that a 6-year's course is necessary. In the school of civil engineering the course lasts 3 years; in that of veterinary surgery 4 years; a 5-year's course in the school of pharmacy leads to a degree, a 4-year's course to a professional diploma; in the school of agriculture a 3-year's course is required in order to obtain a degree.

The 17 state universities had 13,104 students in 1883-'84, and 229 hearers. The free (*libere*) universities, at Camerino, Ferrara, Perugia, and Urbino, had 230 students and 13 hearers. Candidates for a degree in all universities numbered 1,311; approved, 1,792. In the 11 higher collegiate institutions a total of 1,484 students and 60 hearers was reported.

Ten special institutions reported 504 students and 51 hearers. The most frequented were the Higher Commercial School in Venice, and the Industrial Museum in Turin.

According to the census of 1881, about 61.94 per cent. of the population above 6 years of age could neither read nor write. The proportion was nearly the same for those above 15 years of age. In northern Italy the illiteracy was 40.85 per cent.; in central Italy, 64.61 per cent.; in southern Italy, 79.46 per cent.; among the islands, 80.91 per cent. The smallest percentage of illiterates above 6 years of age in 1881 was in Piedmont, viz, 32.27 per cent.; the largest percentage, 85.18 per cent., in Basilicata; next largest, 84.97 per cent., in Calabria. In 1871 the figures stood: Piedmont, 42.25 per cent.; Basilicata, 88 per cent.; Calabria, 87.01 per cent.

NETHERLANDS, constitutional monarchy: area, 12,648 square miles; population (estimated, December 31, 1884), 4,278,272. Capital, The Hague: population, 134,552. Minister of the interior, Dr. J. Heemskerck.

The official report on education in 1884-'85 (*Verslag van den staat der hooge-, middelbare en lagere scholen in het koninkrijk der Nederlanden over 1884-'85*) furnishes the following statistics:

*Superior instruction.*—There were 1,363 students at the three state universities of Leyden, Utrecht, and Groningen in 1884-'85 (again<sup>1884</sup> 1,342 the previous year), Leyden having an attendance of 589, Utrecht 452, and Groningen 322. The different faculties were attended as follows: at Leyden there were 24 students in the theological faculty, 216 in the law, 261 in the medical, 38 in the faculty of natural sciences, and 50 in that of letters and philosophy. At Utrecht there were 125 students in the theological faculty, 42 in the law, 203 in the medical, 42 in the faculty of natural sciences, and 40 in the philosophical. At Groningen there were 17 in the theological faculty, 43 in the law, 161 in the medical, 41 in the faculty of natural sciences, and 60 in the philosophical. The communal university at Amsterdam had 615 students at the same time, against 540 in 1883-'84. *Gymnasien* and *Progymnasien* are reckoned among institutions of superior instruction in the Netherlands. The 26 *Gymnasien* and 4 *Progymnasien* had 339 teachers and 2,306 students in 1885. The special schools of this grade, besides the private university at Amsterdam with 50 students, are principally theological seminaries, and are 15 in number. They had over 1,300 students in 1884-'85. There were also 14 private preparatory schools of superior instruction (Latin schools, *Gymnasien*, and colleges), with an attendance of over 720 persons. In 1884 the state appropriation for superior instruction amounted to 1,626,668 fl. (\$653,920), of which 1,309,523 fl. (\$526,428) were for the three universities, and 218,678 fl. (\$87,908) for subsidies to the communes for the support of the *Gymnasien* and *Progymnasien*. The rest was devoted to various institutions and purposes. The total expenditure for superior instruction, including expenditures by the state, provinces, and communes, was 2,594,082 fl. (\$1,042,821).

*Secondary instruction.*—As the *Gymnasien* are included in superior instruction, the present grade of instruction includes schools of the next lower degree, which are called "middle" schools. They are burgher schools and industrial and technical schools above the primary grade. The burgher evening schools (including 7 indus-

trial schools) numbered 39, and were attended by 3,726 students, and had 371 teachers. There were 45 industrial and drawing schools, public and private, with 281 teachers and 4,716 students. The higher burgher schools numbered 61, of which 21 were state schools. The attendance was 4,990, and the teachers numbered 722. Girls were admitted to 24 of these schools. The highest salary for directors was 5,500 fl. (\$2,211), and the lowest 1,500 fl. (\$603). The teachers' salaries ranged from 1,000 fl. to over 2,500 fl. (\$402 to over \$1,005). The total amount paid for salaries in these schools was 1,228,519 fl. (\$493,865). There were 14 higher burgher schools for girls, with 1,251 pupils, and 125 female and 54 male teachers. The highest salary of a directress was 3,750 fl. (\$1,507.50), and the lowest 1,600 fl. (\$643.20). The salaries of the teachers ranged from 1,000 fl. (\$402) to over 1,500 fl. (\$603). The amount expended for salaries was 209,325 fl. (\$84,149).

The state agricultural school at Wageningen had 157 students in 1884-'85, and the horticultural school under the control of the Royal Netherlands Horticultural Society had 24 students. The polytechnic school had a total attendance of 346. The 11 naval schools had an attendance during 1884 of 410 persons. The 4 institutions for the deaf, dumb, and blind, had 545 students in 1884. Instruction in the languages, geography, ethnology, etc., of the Dutch East Indies is given at Delft and Leyden, and the schools there had an attendance of 122 in 1884. The state appropriation for secondary (middle) instruction in 1884 was 1,123,683 fl. (\$453,731).

The number of recruits unable to read or write was 9.94 per cent. in 1884.

*Primary instruction.*—The number of schools in 1884 was 4,066, of which 2,897 were public, 65 were subsidized, and 1,104 were private schools. The subsidies for schools of this grade amounted to 555,707 fl. (\$223,394). The attendance at the primary (day) schools on January 1, 1885, was 593,656 (311,062 boys and 282,594 girls). Of 10,000 children of school age (6 to 12 years), 1,527 boys and 1,800 girls between 6 and 8 years, and 709 boys and 1,223 girls between 9 and 12 years, received no primary instruction. There were 12,554 male and 4,660 female teachers of all grades (including 2,846 male and 1,382 female pupil teachers). The salaries of head teachers ranged from 600 fl. (\$241) to 2,699 fl. (\$1,085), and those of teachers from 499 fl. to 1,599 fl. (\$200 to \$643). There were 575 students in the 7 state normal schools at the beginning of 1885-'86. The state expenditure for these schools in 1884 was 438,207 fl. (\$216,159). The total number of persons receiving instruction as teachers was 5,163 (3,391 males and 1,772 females). The total outlay by the state for primary instruction in 1884 was 6,680,389 fl. (\$2,685,516), while the communes expended 8,666,727 fl. (\$3,484,024) clear for this grade of instruction.

SWEDEN, constitutional monarchy: area, 170,979 square miles; population (1884), 4,643,123. Capital, Stockholm: population, 205,129.

For the following detailed account of education in Sweden, the Office is indebted to Hon. Nere A. Elfving, U. S. Consul.

There were during 1884 employed at the higher "folk" schools 15 teachers; at the "folk" schools, 4,128 male teachers and 1,157 female teachers; at the smaller "folk" schools, 265 male teachers and 780 female teachers; at the schools for small children, 511 male teachers and 4,568 female teachers; total, 4,919 male teachers and 6,505 female teachers; besides which 297 male and 327 female teachers gave instruction in manual training.

The number of children of school age was 733,329 (boys, 373,124; girls, 360,205), of whom 15,149 were not instructed.

The yearly salaries of teachers were, at the higher "folk" schools, 1,360 to 1,900 crowns (\$365 to \$610), besides residence and fuel; at the "folk" schools, 600 to 700 crowns (\$160 to \$190), besides residence and fuel, fodder for one cow, and, if possible, also a bit of land; at the smaller "folk" schools and schools for small children, 200 to 300 crowns (\$54 to \$82). These salaries, which are paid both male and female teachers, are raised for a school year of eight months. Instruction over this time is paid



separately. In the cities, particularly the larger ones, the salaries are usually higher, and are different for male and female teachers, as will be seen by the following table.

	Male teachers.			Female teachers.		
	<i>Crowns.</i>	<i>Crowns.</i>	<i>Crowns.</i>	<i>Crowns.</i>	<i>Crowns.</i>	<i>Crowns.</i>
Stockholm.....	1,400	1,800	2,000	1,100	1,400	.....
Göteborg.....	1,350	1,670	1,870	1,200	1,275	1,350
Malmö.....	1,266½	1,466½	1,666½	1,066½	1,166½	1,266½
Norrköping.....	1,300	1,600	1,800	1,100	1,200	.....
Jönköping.....	1,000	1,300	1,600	800	1,000	1,200
Örebro.....	1,200	1,400	1,600	900	1,050	1,200
Upsala.....	1,300	1,550	1,800	1,000	1,100	.....
Gefle.....	1,300	1,500	1,700	1,000	1,200	.....
Lund.....	1,200	1,400	1,600	1,000	1,200	.....

The building of school-houses is made by the communities, but under the inspection of the state. Even the salaries to teachers are paid by the communities, but an addition thereto, usually one-half, is made by the state.

The *elementary schools*, which furnish education suitable for entering the universities or higher schools of application, are kept exclusively by the state, but the communities have to pay for the buildings, although the state often contributes a part of the cost.

The teachers here are called "lectors" and "adjuncts"; the salaries for the former amount to 2,500 cr. (\$670), 3,000 cr. (\$804), 3,500 cr. (\$938), 4,000 cr. (\$1,072), and 4,500 cr. (\$1,206); and for the latter, to 1,500 cr. (\$402), 2,000 cr. (\$536), 2,500 cr., 3,000 cr. and 3,500 cr.—the salary being raised 500 cr. for each 5 years of service.

The higher elementary schools have 7 classes, but some have only 5, and 20 only 3 classes. From these lower schools the boys pass into those of 7 classes, which also include what were formerly called *gymnasias*. There are also 18 *Pedagogies*, a kind of school in smaller cities which furnishes instruction above the standing of the "folk" school. The number of elementary schools in the fall of 1885 was 78, with 14,278 pupils. In the 18 *Pedagogies* were 339 pupils.

During 1885, 831 pupils, among whom were 10 girls, passed the examination entitling them to enter the university.

At present only boys are entitled to pass the elementary schools, and the state has only during the last two or three years paid a small contribution to some female schools; but at the universities instruction is free to both male and female students. It is, however, a question of the day just at present to open the elementary schools to girls also.

In these 78 elementary schools and 18 *Pedagogies* were, at the beginning of this year, 827 teachers employed, including teachers of drawing, music, and gymnastics.

*Superior instruction.*—The total cost for the university of Upsala is 711,879.41 cr. (\$199,783.68). At this university there were in the fall of 1885 1,821 students, and at Lund at the same period 827.

At the Medico-Surgical, or Carlinian, Institute (the medical college) of Stockholm were, in the spring of 1885, 272 students, and the appropriation by the state was 133,450 cr. (\$37,765).

There is also a university, or rather the beginning of a university, in Stockholm, founded by private means. It has, as yet, only one faculty, that of natural sciences, but has about 150 students and 6 professors. What the expenses of this university amounted to for the past year I have not yet succeeded in ascertaining.

The technical high school at Stockholm, with which the mining school is united, had during 1884-'85 194 students, 14 professors, 7 lectors, and 7 extra teachers. In the technical school at Stockholm were, at the same period, in the evening and Sunday

school, 919 students; in the technical school for females, 197; in the higher and industrial school, 28; in the architectural school, 41. The number of teachers was 21. In Chalmers' Technical School in Gothenburg were, in 1885, 82 students, and at the technical elementary schools in Norrköping, Malmö, Örebro, and Borås 233 students. The number of teachers in the last 5 schools was 50. The technical Sunday and evening schools, in connection with these technical elementary schools, had together a total of 1,097 students. The total appropriation for technical schools was 370,400 cr. (\$99,268).

The appropriation by the state for agricultural schools amounted to 175,400 cr. (\$47,008). These schools are, however, supported to a greater extent by the provinces in which they are situated, but the total amount required for their support I have been unable to ascertain.

There are 2 veterinary schools, one in Stockholm and a smaller one at Skara, for which the total state appropriation amounted to 47,200 cr. (\$12,650). The number of students in Stockholm last year was 107; in Skara, 43.

For the schools of forestry 44,950 cr. (\$12,047) were appropriated.

The total appropriation by the state for instruction and schools for the deaf and dumb, and blind, was 191,900 cr. (\$51,430); the number of inmates in the institute for the deaf and dumb (in 1885) was 136, and in the institute for the blind 60; 13 smaller schools for the deaf, dumb, and blind had 435 students; 3 institutions for elderly deaf and dumb persons had 146 inmates.

The military school had an appropriation of 79,889 cr. (\$21,410.25); the number of cadets last year was 62. The military high school and the high school for artillery and engineer officers had together an appropriation of 25,640 cr. (\$6,870.52). The teachers in these schools are nearly all army officers. For instruction of military surgeons 8,500 cr. (\$2,278) were appropriated. The naval school had an appropriation of 31,040 cr. (\$8,319); the number of naval cadets was 63. In both the military and naval schools the cadets pay for their maintenance.

In 9 schools of navigation there were 568 students, of whom 170 graduated as mates, 109 as masters, 42 as engineers, 16 as 1st engineers, and 133 as captains of steamers. The ship-building school had 14 students. The total appropriation for schools of navigation was 94,650 cr. (\$25,366.20).

## II.—ASIA.

INDIA: area, 1,383,504 square miles; population, 253,906,449. BRITISH INDIA: area, 874,220 square miles; population (1881), 198,755,993.

The report of the royal commission appointed to investigate the condition of education in British India was briefly summarized in my Report for 1883-'84. Since the publication of that volume, the Office has received the report of the acting-director of public instruction in the Bombay presidency for 1884-'85. From this report it appears that the year specified was particularly favorable to the interests of education, being free from any wide-spread agrarian distress or malarial epidemic, and the public finances being adequate to the demands upon them.

The public expenditure for education amounted to 2,788,102 rupees, an excess of 97,233 rupees over the expenditure for the previous year. If to the above sum be added the private funds expended so far as reported, the total expenditure amounts to 4,143,843 rupees.

The number of scholars who shared in this provision was 438,416, of whom 340,639 were in British districts and 97,777 in native states. The combined figures represent an increase over the previous year of 25,075 pupils.

As regards the grade of instruction, these pupils were distributed as follows: in arts colleges 802, professional colleges 734, or a total in colleges of 1,536; in high schools, 18,843; middle schools, 15,356; primary schools claimed 400,919 pupils; the remaining 1,762 pupils were in training colleges and special schools of industry or

technical instruction. As regards sex, 396,186 of the pupils were males and 42,230 females. The latter, including of course Europeans, were graded as follows: in professional colleges, 17; in secondary schools, 2,744; in primary schools, 39,356; in normal schools and special classes of technical institutes, 113.

The results in nearly every class of institutions, as tested by examinations, show marked improvement over the previous year. The education of Maham-Madans progresses steadily although slowly, the number at school this year being 54,143, against 51,839 the year previous. The year has also witnessed an increase of 1,474 in the attendance at girls' schools.

The acting inspector calls particular attention to the importance of fostering technical and agricultural training in Bombay. He seconds the appeal of the president of the Poonah College of Science for an addition to the staff of teachers of trades, and to the equipment in their departments.

We have [says the inspector] too many pupils turned out with a smattering of that class of education which aims at a university career. The notion that the education of the mind and the education of the hands are distinct and even contradictory, prevails too widely in India; a revolution in this state of popular feeling would be effected by the institution of technical schools alongside of the ordinary literary schools, for the practical instruction of those who must earn their living by the work of their hands. If this want is ever to be met, the first need is an outturn of skilled and well-trained teachers and foremen. The Poonah College, if properly fostered by Government, appears to me capable of laying the foundation of a great reform. If young Brahman lads, who are fitted to be masters of our higher primary and our secondary schools, will only go through a course of mechanical instruction in the workshops, while they acquire a theoretic knowledge of various crafts in the lecture-room of the Poonah College, we shall have solved the first of our difficulties, namely, the provision of competent teachers.

\* \* \* \* \*

It is through the supply of the teaching material prepared in the College of Science that it became possible to graft instruction in agriculture on the high school's course. There is a small but steady improvement in the results attained from year to year.

The inspector believes that large results would be secured by a stricter adherence to the scheme originally outlined by His Excellency Sir Richard Temple. This included a university degree in agriculture, which is still under consideration. It included also college certificates, which have been employed with marked success. The inspector advises the addition of a model farm to the Poonah College of Science.

BRITISH BURMAH. Director of public instruction, P. Hordern.

The following information is derived from the report on public instruction in British Burmah for the year 1834-'85.

The year was marked by sensible progress in the diffusion of education among all classes of the people.

The number of schools under inspection increased from 4,682 to 5,010, and the number of pupils from 127,583 to 137,504. Government or municipal town committees maintained 49 of the schools, 53 were under missionary or other European management, and 4,905, or nearly 93 per cent., were native schools.

Of the whole number of schools, 4,946 were primary, attended by 130,511 pupils, and 50 were secondary, attended by 6,532 pupils. Regret is expressed that the number of students who passed the university entrance examination fell from 15 in 1833-'84 to 11 in 1834-'85.

Three schools for the training of masters are reported, besides classes for the training of women teachers at missionary schools in Rangoon and Moulmein. Five survey schools are also reported, in addition to the provision for training in various mechanical arts at several of the mission schools of the province.

The management of European and Karen apprentices at the railway workshops of Insein continues to be very satisfactory. Lads from the shops get good employment outside as soon as they complete their five years' apprenticeship.

The number of girls under instruction in inspected schools increased from 11,039 to



13,032, the increase being almost entirely due to increase in the number of pupils attending native schools. The number of girls who passed the middle school examination increased from 22 to 34, and the number who passed the primary standards from 178 to 386. From the Catholic convent schools at Rangoon and Moulmein 9 girls were presented for the university entrance examination. Though none of them were successful, the effort to teach girls up to the university standard is an encouraging sign. Much interest is now taken in the cause of the education of girls by many municipal and town committees, among which may be mentioned the committees of Rangoon, Akyab, Henzada, and Yandoon. Special encouragement to the education of women is given by the offer of results—grants at enhanced rates in the case of successful female students; by the maintenance of the normal classes for mistresses already mentioned; by the offer of special grants for students who gain mistress's certificates; and by the payment by Government of half of the salary of Burmese women teachers. Although the education of women is still backward, there are indications that steady progress is being made. The director reports that the enhanced grants have greatly stimulated the attendance at girls' schools, and that in practical school management the women normal students far surpass the majority of men normal students.

Plans for the establishment of a college at Rangoon, under the management of the educational syndicate, were considered during the year. The proposal cannot be carried into effect until by incorporation the syndicate acquires a legal status. Meanwhile the Rangoon high school has been affiliated to the Calcutta University as a first grade college, and it is now called the Rangoon College. In the college classes at Rangoon there were 18 students, as compared with 23 in the previous year. Of these, one passed the examination for the degree of B. A., and six passed F. A. examination. These results show an advance, slight but satisfactory as far as it goes, on the results of previous years.

The total expenditure of the year on education was 808,483 rupees, as compared with 713,027 rupees in the previous year.

Of the total expenditure 547,200 rupees were spent on instruction, 83,670 rupees on direction and inspection, 38,390 rupees on scholarship, and 76,084 rupees on buildings.

### III.—AFRICA.

CAPE OF GOOD HOPE, British Colony: area, 229,815 square miles; population, 1,027,168. Capital, Cape Town. Superintendent-general of education, Langham Dale.

The following information is derived from the report of the superintendent-general, which brings the statistics to June 30, 1884, and general information to December 31 of the same year.

The number of schools in operation during some part of the year was 1,049; the annual enrollment of scholars was 73,037; the ordinary daily attendance was 39,102.

Out of 39,771 scholars present at the annual inspection, 16,321, or 41 per cent., were in the three lowest standards, 6,151 scholars were reported as engaged in studies above the five elementary standards, and in addition 26,327 were learning music, 2,925 drawing, and 14,586 girls received instruction in sewing.

From the returns it is estimated that 34 per cent. of the children attending school are of European or white race, and 66 per cent. are of African or colored race. Twenty per cent. of the children attending school are infants, *i. e.*, under seven years of age.

In the five colleges and institutions for higher and professional education aided by grants, there were 315 students; of these, 244 were studying in the matriculation course, 52 were preparing for the B. A. examination, and 19 were candidates for the survey certificate.

With respect to schools for the aborigines, the superintendent observes that the objects aimed at are elementary instruction and industrial training. Progress in this work is small but definite.

In the majority of schools among the Dutch-speaking population, satisfactory arrangements have been made by the managers to give regular and adequate instruction in the Dutch language; and as regards the religious instruction, the department leaves the managers perfectly free to make their own arrangements, provided that no scholars are compelled to receive that instruction without the consent of their parents or guardians.

The total annual expenditure for education was 201,562*l*, of which the Government supplied 99,918*l*. The cost of primary instruction per capita of daily average attendance was 4*l* 18*s* 7*d*. The annual cost to Government of each student in aided colleges, calculated upon the ordinary attendance, was 13*l* 14*s* 7*d*.

LIBERIA, republic: area, 14,300 square miles; population (estimated), 1,068,000. Capital, Monrovia.

The Office has received a report of the Anna Morris School, at Arthington, named by its founder, Mr. Edward S. Morris, of Philadelphia, in honor of his mother. This gentleman is well known for his zeal in the cause of Liberian progress, for his practical efforts for the development of the republic, and for the moral, social, and industrial improvement of its people.

The Anna Morris school numbered 80 pupils in August, 1885, among whom were the sons of several native chiefs. Religious instruction is combined with the elements of reading, writing, and arithmetic. "For the present century," says Mr. Morris, "this kind of education can and will make practical Christian men and women." A negro, formerly a slave in North Carolina, is the teacher of the school, which is conducted in accordance with plans developed by Mr. Morris.

A noticeable feature of Mr. Morris's philanthropic work in Liberia is his effort to provide and introduce machinery suitable for the native industries. In pursuance of this purpose he has patented a hand gin and loom, which is easily operated and enables "two men to do as much work in a day as twenty men can do in six days by the native process." One of these machines is in operation at the Anna Morris school.

In 1850 a legacy left in Boston for education in Liberia, furnished the foundation for a college which was opened in 1865, under the presidency of Hon. J. J. Roberts, then president of the republic. A movement was started in 1883 to secure funds sufficient for removing the college to a more healthful site, and for inaugurating an industrial department.

The energies of the New York and Boston boards of control have been directed for the last two years to the accomplishment of these ends. The entire sum paid into the treasury of the New York board for the purpose during the ten months ending May 1, 1885, has been \$1,148.89.

#### IV.—NORTH AMERICA.

DOMINION OF CANADA: area, 3,470,392 square miles; population, 4,324,310. Capital, Ottawa: population, 27,412.

The Dominion of Canada consists of seven provinces, as follows: Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, British Columbia, and Prince Edward Island. Educational affairs are left to the separate control of the provinces, and while the school systems established are not absolutely uniform, they agree in certain respects. Thus elementary instruction is free in all the provinces, and in all education is to some extent under government supervision.

a. BRITISH COLUMBIA: area, 341,305 square miles; population (census of 1881), 49,450. Capital, Victoria. Superintendent of schools, S. D. Pope, B. A.

The public schools of British Columbia are supported wholly by the Government, and are free to all. From the report of the superintendent it appears that for the scholastic year 1883-'84 there were in operation 49 common schools, 7 graded schools and 1 high school, or a total of 57. The enrollment in these was 3,420, and the average daily attendance 1,808.6. The number of teachers employed was 75.

The total expenditure for education proper during the year was \$58,361.24; if to this be added the sum expended by the lands and works department in the construction of school-houses, etc., the total outlay for the year amounts to \$68,953.57. The superintendent says:

At no time in the history of our public schools has there been such a general interest taken in popular education as during the past year. The very large increase in both enrollment and average attendance, as well as the fact that the total number of visits made to the schools increased from 2,922 in 1882-'83 to 9,486 in 1883-'84, are very substantial evidences of this. It is worthy of note that this lively interest was not confined to the cities, but was shown in nearly all of the other districts.

*b. MANITOBA:* area, 123,200 square miles; population (census of 1881), 65,954. Capital, Winnipeg.

The school law of Manitoba provides for the formation of a board of education for the province, to consist of Protestants and Catholics in the proportion of 12 to 9. The lieutenant-governor is directed to appoint one of the Protestant members to be the superintendent of the Protestant schools, and one of the Catholic members to be the superintendent of the Catholic schools.

In October, 1883, the superintendency of the Protestant schools devolved upon the Hon. Mr. Larivière, who in his report for that year pays a deserved tribute to the labors of his predecessor, Venerable Archdeacon Pinkham, who held the position of superintendent twelve years.

No report of the condition of the Catholic schools has been received at this Office. The report of J. B. Somerset, the present superintendent of Protestant schools, brings the record of this department to January 31, 1885.

The number of schools reported for the year ending at that date was 359, having an attendance of 13,641 pupils, of whom 13,051 were of school age, viz, 5 to 16. The total attendance in the schools for the last half of the year was 10,835, and the number of teachers employed in the schools was 359, viz, 170 men and 189 women; the average duration of the school year in the rural districts was 7.3 months; in the cities and towns, 10 months.

The average salary of male teachers in the rural districts was \$460; of female teachers, \$407. In the cities and towns the average salaries were, for men, \$781; for women, \$447.

A provincial normal school is maintained in connection with the Protestant public schools of the city of Winnipeg, on account of which an annual grant of \$2,000 is made by the Protestant section of the board of education to the Winnipeg board of Protestant school trustees. Besides the session of the normal school held at Winnipeg for five months of the year, a second session, consisting of institutes for the instruction and training of third-class teachers only, is held in such places and for such periods as the board of education may determine. The number of students under training at Winnipeg during 1884-'85 was 50, and the number in the several institutes 86. The expenditure amounted to \$3,000.65; and as \$3,000 is the limit of the legislative allowance, no material increase can be made in the work until additional provision shall be made by the legislature.

Collegiate departments are in successful operation in connection with the public schools of the cities of Winnipeg, Portage, La Prairie, and Brandon.

The total legislative grant for Protestant schools in 1884 amounted to \$37,732.23; the total expenditure to \$40,682.62.

*c. NEW BRUNSWICK:* area, 27,174 square miles; population (census of 1881), 321,233. Capital, Fredericton. Chief superintendent of education, William Crocket.

The free-school system of New Brunswick includes common, grammar, and superior schools and the provincial normal school; these are supported by legislative grants and local rates.

In his report for the year ending April 30, 1884, the chief superintendent states that there has been during the year a very gratifying increase in the number of schools,



teachers, and registration and average attendance of pupils. The increase in the number and improvement of school-houses has, considering the large number of substantial buildings already in existence throughout the country, been fairly satisfactory, and from the reports of the inspectors it will be seen that the general efficiency of the schools, which must ever be the prime object of a school system, has been maintained. The increase in the salaries of teachers, slight as it is, is a further evidence of the progress which has characterized the operations of the year. The report for the year ending June 30, 1835, shows a continuance of the increase in enrollment and average attendance.

In the summer term (1834) the number of schools was 1,508; the number of teachers, 1,601; the number of pupils, 57,068. In the winter term the number of schools was 1,549; the number of teachers, 1,695; the number of pupils in attendance, 63,000. In the former term the proportion of the population of the province enrolled in the public schools, according to the census of 1831, was 1 in 5.63; in the latter, 1 in 5.10. As regards age, it appears that for the winter term 405 pupils were under 5 years of age, 57,344 between 5 and 15 years, and 5,252 were over 15 years. The percentage of pupils daily present on an average during the period the several schools were open was, for the summer term, 58.47; for the winter term, 53.35. The maximum number of lawful teaching days for the year was 268. The average time the schools were open, exclusive of holidays, vacations, and Sundays, was 242.11 days.

The following statements are given with reference to the teachers' term of service: in charge of schools, summer term, 1,562 teachers; winter term, 1,659; number teaching in the same districts in which they taught the previous term, summer, 1,063; winter, 928; removed to other districts, summer, 284; winter, 306; teaching for the first time, summer, 196; winter, 239.

The average rate of teachers' salaries ranged, for men, from \$226.32 for teachers of the third class to \$511.80 for teachers of the first class; for women, from \$182.53 to \$333.43.

In his report for 1833-'34, the superintendent expresses regret that—

So many schools are yet filled by untrained, inexperienced persons, who have very little conception of the nature of the teacher's work. During last year no less than 514 local licenses had to be issued to supplement the supply from the normal school. There is no doubt that in some districts trustees prefer to engage local licensees on what they suppose grounds of economy, and have set the trained teachers aside; but with all this the normal school has not yet been able to supply the demand. It has sent out during the last 12 years about 2,200 trained teachers, being an average of 183 yearly. But to keep up the teaching staff at its present numbers the school would require to send out yearly at least 250, and taking into account the number of local licensees in the field, it will require to send out for some time nearly 300 a year before all our schools are supplied with trained teachers. Every effort is being made by the board of education and by the inspectors to discourage the employment of untrained teachers. The board has recently ordered that no license shall issue to an untrained person to teach in a district, if the services of a trained teacher can be procured by the trustees or recommended to them by the inspector. Nearly all the inspectors have strictly observed this order.

By the legislative act of 1834 the grammar schools were made an integral part of the school system of the province, and, since November 1st of that year, have been under the exclusive control of the boards of school trustees in the districts in which they are established. The number of grammar schools and departments established is 20, and the report from 14 of these shows an enrollment of 754 pupils in the grammar department proper. Two courses, modern and classical, are provided. The inspector observes that the majority of the pupils are looking forward to commercial pursuits, and urges that efforts be made to induce a larger proportion to seek further advantages in the university. The number of superior schools reported is 43.

The Provincial Normal School was attended by 379 students. Owing to the scarcity of teachers, and the necessity of employing, in consequence, untrained persons to take charge of schools, it was deemed advisable by the board of education, after the close of the session in June, 1834, to grant to the student-teachers the option

of being examined for licenses of the third or second class, and under certain conditions for licenses of the first class, after one term's attendance. Nearly all the students elected to be examined for licenses at the close of a term, and hence the large numbers added to the teaching staff of the province during the year. From the supply thus afforded, and the prospect of an additional supply of over 150 at the close of the term in December last, the board discontinued the granting of local licenses, except for Acadian districts, for which the supply of trained teachers is still limited.

*Finances.*—The total disbursement of provincial grants for the year ending December 31, 1885, was \$93,805.64, and the total apportionment of county fund for eight months ending June 30, 1885, was \$66,755.64; of this sum \$3,750.26 were special appropriations to poor districts.

d. NOVA SCOTIA: area, 20,907 square miles; population (census of 1881), 440,572. Capital, Halifax; population, 36,160. Superintendent of education, David Allison.

In Nova Scotia, as in New Brunswick, the public schools are supported by provincial and county funds and rates.

For the year 1884-'85 the superintendent reports an increase in the number of schools, teachers, and pupils, both for the individual terms and for the year as a whole, beyond that of any previous year. Moreover, some degree of improvement is disclosed in all those features of a system of public instruction which may fairly be appealed to as tests of its efficiency.

The total number of pupils registered in the winter term was 81,472, with a daily average attendance of 44,214.5; in the summer term the total number registered was 86,578; average daily attendance, 47,457.9.

In the former term 1,982 teachers and licensed assistants were employed; in the latter, 2,127.

With reference to the period of service, it is stated that "during the winter term 977 teachers continued to teach in the same sections in which they taught the preceding term, 699 removed to other schools, while 282 engaged in teaching for the first time. During the summer the corresponding figures were 1,235, 655, and 210."

The average salaries throughout the province ranged as follows: for men, from \$205.34 for teachers of the third class to \$421.77 for teachers of the first class; for women, from \$169.70 in the third class to \$311.97 in the first class.

Provision for intermediate instruction is made in county and special academies, which in 1885 showed a total enrollment in all departments of 6,636.

In his report for 1883-'84 the superintendent stated that from a careful examination of the matter he was led to the conclusion that but a small part of the advanced school work of the province (viz, instruction in Latin, Greek, algebra, geometry, and chemistry) was done in the county academies. He therefore submitted for the consideration of the legislature the outlines of a plan for remodeling the system of academic grants, which plan has been partially embodied in an act passed by the legislature since the publication of the report indicated. The superintendent also observes "that the work of classical instruction in the academies and high schools has hitherto been seriously inconvenienced by the different matriculation standards in force in the various colleges." This difficulty is about to be removed, inasmuch as the colleges of the province have agreed upon a uniform scheme of matriculation studies.

The number of pupils registered in the normal school during the year 1885 was 205, of whom 140 received licenses.

For the purpose of encouraging agricultural education in the province, the legislature has authorized the appointment of a lecturer on agriculture in connection with the normal school.

The total public school expenditure for 1885 was \$642,771.87, of which \$199,183.21 were from the government grants.

From the reports of the board of school commissioners and of the supervision for

the city of Halifax, it appears that the total number of different pupils enrolled in the common schools during the year was 6,247, with an average daily attendance of 3,9-3. In the winter term 98 teachers were employed, and in the summer terms 102. About four-fifths of the teachers are women, and the proportion of women teachers holding the higher grades is increasing.

An examination of the records of the high school shows that, of the pupils who enter, about one out of every twenty passes on to college; one-third continue in school until they reach the age of 16 or 17; and all the rest leave as soon as they can get good situations in banks, stores, or workshops. In view of the very different relation in which these pupils must stand to classical students, it has been decided by the board that "no scholar of the high school shall be required to study Latin; but all scholars wishing to omit the study of Latin shall be required to state their reasons to the masters of the high school before such exemption is granted."

In addition to its system of public schools, Halifax has the advantage of being the seat of Dalhousie College and University.

Acadia College, situated at Wolfville, has come into deserved prominence during the last two years by reason of the establishment of a chair of didactics. The first incumbent of the chair is Dr. Theo. A. Rand, well known for his work as chief superintendent of education for New Brunswick, which position he left to accept the new professorship in Acadia College.

e. ONTARIO: area, 101,733 square miles; population (census of 1881), 1,923,228. Capital, Toronto: population, 86,415. Minister of education, Geo. W. Ross.

The report of the commissioner of education for 1881 presented a brief outline of the system of public instruction in Ontario. The main features of this excellent system are as follows:

A department of education has been created whose powers and duties are clearly defined, and a complete system of instruction provided, extending from the primary school to the university.

No person is deemed qualified to teach who has not passed the examination for one of the three grades of teachers' certificates, all of which examinations are very rigid. Provision for training teachers is made in normal and model schools.

No person can be appointed head master in a high school or collegiate institute unless he shall be a graduate of arts of some university within Her Majesty's dominions, and shall furnish satisfactory evidence of his knowledge of the science and art of teaching. Inspectors must also give evidence of qualification for the service.

The cost of education is defrayed chiefly by legislative grant, municipal grants, and assessments.

In 1881 efficient provisions were introduced into the school law for securing the school attendance of all children between the ages of seven and thirteen years for a period of twenty-two weeks, in two terms of eleven weeks each, in each year.

The following information is derived from the report of the minister of education presenting the proceedings of the department for 1884, with the statistics for 1883:

The school population (comprising only children between the ages of five and sixteen years) reported by trustees was 478,791; decrease, 5,026. The school population and total attendance have been diminishing for some years.

The number of pupils between the ages of five and sixteen years attending the schools was 452,661; decrease, 4,517. Number of pupils of other ages attending the schools, 11,708; decrease, 2,626. Total number of pupils attending the schools, 464,369; decrease, 7,143.

The number of children between seven and thirteen years of age reported as not attending any school for 110 days during the year was 88,432. The number between seven and thirteen reported as not attending any school whatever, 7,266, or one and a-half per cent. of the whole school population.

The average attendance, viz, the aggregate daily attendance divided by the num-



ber of legal teaching days in the year, being 220 for rural and 212 for urban schools, was 215,561; increase, 1,385. It is satisfactory to note that, while the total school population and attendance were slowly decreasing, the average attendance increased.

The percentage of average attendance, as compared with the total number attending school, was, for rural districts, 43; cities, 59; towns, 55; province, 46; increase, 1 per cent.

The number of teachers employed was 6,911, of whom 2,829 were men and 4,082 women.

Salaries are quietly but surely advancing. The average salary of male teachers in counties, including incorporated villages, was \$394; of female teachers, \$252. In cities, of male teachers, \$764; of female teachers, \$362. In towns, of male teachers, \$605; of female teachers, \$277. In counties, not including incorporated villages, the average salary of male teachers was \$328; of female teachers, \$250. In incorporated villages, male teachers, \$515; female, \$256. The average salary of male teachers in the province was \$422; of female, \$271. In these calculations teachers who are members of religious orders are omitted.

The average time of keeping the schools open, exclusive of holidays, vacations, and Sundays, was 207 days.

The number of Roman Catholic separate schools was 194, attended by 26,177 pupils, with an average attendance of 13,705. The number of teachers employed in these schools was 397; average salaries being, for men, \$352; for women, \$188. These figures are considerably below the public school average; but it must be remembered that many of the separate school teachers are members of religious orders, and receive merely nominal salaries.

The amount apportioned and paid by the department of education from the legislative grant to separate schools in the same municipalities was \$14,400. The amount of school rates from the supporters of separate schools, \$108,634. The amount subscribed by supporters of separate schools and from other sources, \$43,254. Total amount received from all sources, \$166,288.

The number of high schools and collegiate institutes reported is 104. Of these, 37 charge fees, 67 are free, 54 are united with public schools. The number of pupils in these schools was 11,843, and the average attendance in them 55 per cent. of the total attendance. The cost per pupil reckoned on total attendance was \$29.47; on average attendance, \$54.07. The course of study includes algebra, Latin, Greek, French, and German. The total number of teachers employed in these schools was 347, and the average salary of head masters was \$1,068. The total expenditure for the year on account of these schools was \$348,946. Of the entire number of pupils reported in 1883 it appears that the number who matriculated at any university was 277; who entered mercantile life, 768; who engaged in agriculture, 583; who joined any learned profession, 868.

By regulations approved by the legislative assembly in 1884, the following conditions are required from each collegiate institute now existing, for its continuance, and for the establishment and continuance of any new collegiate institute: (1) Suitable buildings, out-buildings, grounds, and appliances for physical training. (2) A library containing standard books of reference bearing on the subjects of the programme. (3) A laboratory with all necessary chemicals and apparatus for teaching the subjects of elementary science. (4) Four masters at least, each of whom shall be specially qualified to give instruction in one of the following departments: classics, mathematics, natural science, and modern languages, including English. (5) The members of the teaching staff must possess such qualifications as will secure thorough instruction in all the subjects on the curriculum of studies for the time being sanctioned by the education department for collegiate institutes.

The foregoing are intended to apply to every collegiate institute that may hereafter be established, and to those now existing, on and after the first day of January, 1885.

The annual legislative grants to high schools and collegiate institutes shall be dis-

tributed on the following basis: (1) Every high school with two qualified teachers shall receive the fixed grant of \$500, and in addition  $33\frac{1}{3}$  per cent. of the yearly amount paid for salaries of such teachers from \$1,500 up to \$2,000. (2) Every high school with at least three qualified teachers shall receive the fixed grant of \$500, and in addition 45 per cent. of the amount by which the aggregate of salaries paid such teachers exceeds \$2,000, but not to exceed \$750 in any case. (3) With a view to encourage the establishment and maintenance of school libraries and laboratories, the improvement of grounds and buildings, and the promotion of physical culture by means of gymnastics, drill, and calisthenics, a sum not exceeding \$10,000 is to be apportioned by the education department among such high schools (and collegiate institutes) as are considered worthy. In the distribution of this sum the average attendance will be taken into account. (4) Every collegiate institute complying with all the conditions prescribed by the education department for collegiate institutes, as such, shall receive the fixed high school grant of \$500, the special grant for collegiate institutes of \$250, also  $33\frac{1}{3}$  per cent. of the yearly amount paid for salaries of the four duly qualified teachers from \$2,000 up to \$4,500, but not to exceed \$750; also  $33\frac{1}{3}$  per cent. of the amount by which the aggregate of all salaries exceeds \$4,500, but not to exceed \$500 in any case.

The Toronto Normal School had an attendance during the year 1883-'84 of 219 students, and the Ottawa Normal School an attendance of 132. The expenditure on behalf of these schools, together with the model schools connected with them, was, for 1883, \$45,340.40, and for 1884, \$49,602.68.

Fifty-one county model schools were in operation during the year, with an attendance of 1,117 student teachers, of whom 1,017 passed the final examination.

The course of training includes principles of education, physiology and hygiene, music, drawing, and calisthenics, and review of non-professional work. The session continues for thirteen weeks, and a special allowance is made to the principal of any school in which provision is made for this work.

Under the regulations of 1877 teachers' associations were first recognized by law as part of the educational machinery of the province. They have grown rapidly in popularity and usefulness, but so far have been maintained by the almost unaided efforts of the profession. Under the conviction that still better results may be secured through these associations, the department of education has appointed an officer for the supervision of them. The duties of this officer, whose title is "director of teachers' institutes," are briefly as follows: (a) to visit each institute annually; (b) to deliver at least three lectures to the institutes, and one public address at each visit; (c) to form the teachers into classes for instruction in methods of teaching; (d) to direct the profession, either by examination or otherwise, as to the literature that should occupy their attention during their spare hours; (e) to arouse their professional enthusiasm by personal intercourse and advice; (f) to meet trustees and other school officers, and give such information in regard to school matters as may be required; (g) to report annually to the department the attendance at each meeting, the nature of the work done, etc.

The institutions for superior instruction included in the report of the minister of education are the University of Toronto; University College, Toronto; School of Practical Science; and Upper Canada College.

During the year 737 candidates underwent examination in the different faculties of the University, including 71 in the local examination for women.

The number who matriculated or were admitted to degrees and *ad eundem statum* in the different faculties was as follows: law, matriculated, 10; degree of LL. B., 1; medicine, matriculated, 26; degree of M. B., 10; degree of M. D., 2; arts, matriculated, 170; *ad eundem statum*, 5; degree of B. A., 65; degree of M. A., 3.

The senate of the University of Toronto has recently passed a statute establishing the degree of C. E., open only to those who hold the diploma in civil engineering of the School of Practical Science.

One indispensable condition for obtaining this degree is that the candidate shall have spent three years on engineering work after leaving this school. The degree is thus a certificate that the holder has had six years training in his profession, three years of which shall have been spent in laying a scientific foundation for his future work.

The establishment of this degree supplies a want long felt by the profession in this province. Hitherto the most general method of becoming a civil engineer in this country has been for the aspirant to begin on railway or other engineering work, as a chainman or rodman, and gradually to rise to the position of assistant engineer. At this stage it is usual for a man to assume the designation of C. E. and to be so considered by his fellow professional men. If he has by this time gained sufficient experience and influence, the higher positions in the service are within his reach. The defects of this system are obvious. No examination was required as a test of his scientific knowledge, and no diploma was received from any properly constituted authority. In fact, the profession has hitherto been simply a business open to any one, irrespective of his qualifications.

This state of affairs has been unsatisfactory to men who take an interest in their profession, and various attempts have been made by the older members of the profession in Canada to remedy it, by forming a society of civil engineers similar to the Institution of Civil Engineers in Great Britain, and to the American Society of Civil Engineers in the United States; but hitherto little success has attended their efforts.

This board feels confident that the establishment of the department of engineering in the School of Practical Science, and of the university degree of C. E., will do much to elevate the character of the profession by affording young engineers an opportunity both of obtaining the scientific knowledge necessary for successful practice, and of becoming properly accredited professional men. While any one is still at liberty to style himself a civil engineer, the fact that the number of students in the department has steadily increased from seven in 1878, when the school was opened, to forty-one in the present session, shows that the young men of the country feel the importance of good training, and appreciate the opportunity for obtaining it which the School of Practical Science now places within their reach.

The tenth annual report of the Ontario Agricultural College and Experimental Farm brings the record of that institution to January, 1885. This is truly a farmers' school, and every year gives increased evidence of its usefulness.

The course of study includes business arithmetic, surveying, political economy, a little of the pure sciences, and agriculture in all its branches. English language and literature are included in the programme, but no place is assigned either to the classics or modern foreign languages. Instruction is given wholly by lectures.

The daily routine of the students will serve to show how large a part of the time is spent in practical work. For nine months in the year the daily exercises are as follows: lectures in the college, three hours a day (except Saturdays); manual labor outside, three and a half to five hours a day, according to the season of the year; study in room, two hours a day; drill and gymnastics, one hour a day (for five days of every alternate week).

July and August are devoted entirely to work in the outside department.

The roll of students for the year numbers 188.

*f.* PRINCE EDWARD ISLAND: area, 2,133 square miles; population, 108,891. Capital, Charlottetown. Chief superintendent of education, D. Montgomery.

According to the report for 1883, the number of pupils enrolled in the public schools was 21,495, with an average daily attendance of 11,759. Attendance is compulsory for at least 13 weeks annually, and from careful estimates the superintendent is led to believe that in the country districts nearly the whole population between the ages of 5 and 16 is enrolled at school for some portion of the year. The record of the towns appears to be less satisfactory.



Of the entire number of pupils enrolled, 1,934 were studying one or more of the following advanced branches: Latin, Greek, French, algebra, geometry, chemistry, and natural philosophy.

The total number of teachers employed was 473, of whom 247 were men and 226 women. The number of women teachers employed increases each year, the excess of men having fallen from 71 in 1881 to 21 in 1883. Average salaries range, for men, from \$226.90 in the third class to \$491.52 in the first class; for women, from \$130 to \$295, in the same classes.

The attendance for the year at the Prince of Wales College and normal school was 130 pupils.

The total expenditure for the year was \$136,817.09; the rate of expenditure for each pupil enrolled was \$6.36, for each pupil in daily attendance \$11.64.

*g. QUEBEC:* area, 188,688 square miles; population, 1,359,027. Capital, Quebec: population, 62,446. Superintendent of public instruction, Gédéon Ouimet.

The department of public instruction in the province of Quebec is placed under a superintendent, and the council of instruction is divided into two distinct committees, one Roman Catholic and the other Protestant. The province is divided into school municipalities managed by five school commissioners. When in any locality there exists a certain number of families who do not profess the religious belief of the majority of the inhabitants, the minority have a right to demand for their children separate schools, which are placed under the control of three trustees, and they receive a grant from Government proportioned to the number of children of school age. Thus it is sought to protect both Protestants and Roman Catholics in their beliefs. This is considered necessary, owing to the fact that the system of public instruction in Quebec is distinctly religious, and not secular.

From the report of the superintendent of public instruction for the year 1883-'84, it appears that the number of pupils enrolled in the schools for that year was 250,000, being an increase of 7,277 over the previous year. The average attendance was 192,852, being an increase of 6,960.

The superintendent reports marked improvement in school buildings and furniture. He goes on to say:

The law of 1876, which obliges the municipalities not to construct school-houses except under certain conditions as to size and distribution of rooms, was not passed without considerable hesitation by the legislature. It was feared that popular indignation would be provoked at the restraint and additional expense which might follow, and that this feeling would manifest itself at the elections. Nothing of the kind, however, happened. The ideas of the people were misunderstood, I am happy to be able to state, in the matter of public instruction; the opposition made to the law is scarcely perceptible.

The superintendent calls attention to the very unsatisfactory positions of the teachers of the primary schools on account of their meager salaries; a domestic servant earning \$5 a month is better off than the female teacher who receives from \$60 to \$100 a year; of these there are 1,863, leaving out the nuns. An annual salary of \$200 is paid to 154 teachers. "The time seems to have come," says the superintendent, "when the proposition to fix a minimum for salaries by special legislation ought to be carried into effect." The law respecting the pension fund, though incomplete, is said to have yielded excellent results. The superintendent advises that the examinations for teachers' diplomas be made more severe. "There are," he says, "enough certificated teachers, but not enough good teachers." This he attributes to the too great facility with which certificates of competency have been granted.

The great agricultural progress in the province for several successive years is, in the judgment of the superintendent, attributable in some measure to the instruction given on the subject in the schools.

The total amount of grant, assessments, and contributions for school purposes amounted for the year to \$10,951.90.

From the statistics of superior education, Catholic and Protestant, it appears that the whole number of institutions was 563; the amount of government grants to the same, \$113,362. For 560 institutions the annual revenue was \$1,223,579; the annual expenditure, \$1,234,607; the value of buildings and of real estate, \$5,695,896; the number of professors and of teachers, 2,842; and the number of pupils, 74,592.

The above statistics include 3 normal schools, in which there were entered for the year 236 pupils; of these, 244 remained to the end of the sessions, and 173 received diplomas.

**JAMAICA**, British colony: area, including Turks and Caicos islands, 4,362 square miles; population 585,536. Capital, Kingston. Inspector of schools, Thomas Capper.

From the report of the inspector for the year ending September 30, 1885, it appears that there were 728 schools on the government list, having an enrollment of 62,106 scholars, with 36,079, or 58.1 per cent., in average attendance.

The prominence that has lately been given to the subject of education in the legislature, in the public press, and in the report of the royal commissioners, has greatly stimulated the work in this island. Enrollment, average attendance, and the amount of school fees collected show large increase over the same for 1882.

The difficulty which is experienced in the endeavor to secure qualified teachers will, it is hoped, be diminished by the operations of the Female Training College established in accordance with the legislative act of 1884. The opinion is expressed that, taking one source of income with another, a well qualified first-class teacher may secure an annual income of 100*l*. A new building for the Jamaica High School was formally opened in July. Unusual success has attended the operation of the adult and juvenile reading clubs organized through the persistent efforts of the assistant inspector, Col. George Hicks.

The grant in aid of education amounted in 1884-'85 to 21,707*l*, and the fees collected to 7,903*l*.

**TRINIDAD**, British colony: area, 1,754 square miles; population, 153,123. Superintendent of education, R. J. L. Guppy.

The following information is derived from the report of the superintendent of education for the two years ending June 30, 1885:

The number of schools under inspection at the date mentioned was 116, having an enrollment of 11,747 scholars and an average attendance of 8,132. There were also 20 Coolie schools, toward the maintenance of which a special grant of 250*l* is made; these had an enrollment of 645 scholars and an average attendance of 441. This gives in all a total of 136 schools, 12,392 scholars, and 8,573 in average attendance. These figures, the superintendent observes, show "a marvelous increase upon those last published, namely, for the year 1882-'83;" but he estimates that there are still in Trinidad over 5,000 children who do not go to any school.

Exclusive of buildings and repairs, the total expenditure for elementary and higher elementary education during the year 1884 was 16,415*l* 18*s* 2*d*, or 5 per cent. of the public expenditure of the island. Of this sum, 2,368*l* were returned in fees and reimbursements.

#### V.—SOUTH AMERICA.

My Report for 1883-'84 contained information with regard to education in several countries of South America. Later information has been received from Ecuador, Chili, and Uruguay, but not in time for insertion in this Report. The interest felt in the progress of the South American countries leads me to hope for full data from the same for use in the next Annual Report of this Office.

## CCCVIII REPORT OF THE COMMISSIONER OF EDUCATION.

### VI.—OCEANICA.

**HAWAII**, constitutional monarchy: area, 6,677 square miles; population (census of 1884), 80,578. Capital, Honolulu; population, 20,487.

The latest information respecting education in Hawaii will be found in my Report for 1883-'84. Since that date the Office has received an interesting account of the industrial and reformatory school of Honolulu, established in 1865.

Boys are committed to this school by a magistrate's order, on conviction of crime or misdemeanor, or for being truants, vagabonds, or orphans. In addition to the ordinary elementary branches the boys are trained in agriculture and in carpentry, provided they show any aptitude for mechanical pursuits. Instrumental music is also a feature of the training. Since the school was founded there have been about 450 admissions and 395 discharges.

**NEW SOUTH WALES**, British colony: area, 309,175 square miles; population (estimated, 1884), 250,000. Capital, Sydney. Minister of public instruction, W. J. Trickett.

In his report for 1884 the minister of public instruction gives the following summary of the year's work: 241 new schools were opened; 1,912 schools were in operation during the whole or some part of the year, and 1,875 schools were in existence at its close. The whole school accommodation thus provided was equal to 151,166 seats. Two hundred and thirty applications for new schools were received, and 181 granted. The total number of schools established from 1831, the year following the passage of the public instruction act, to 1884, was 575, and notwithstanding the withdrawal of aid from denominational schools at the close of 1882, the net increase for the period was 404. The total school population (4 to 15 years) was 250,628, and the statutory school population (6 to 14 years) was 180,577, showing an increase from April 1, 1881 (when the census was last taken), of 32,257, or 22½ per cent.; 167,134 pupils, showing an increase of 71,216 for the year, attended state schools; 126,469, or 75½ per cent., were of the statutory school age, and 40,665, or 24½ per cent., were under or over that age; 86,665 were on the school rolls nine months or more in the year, and the remainder, 80,469, less than nine months; 83,541 attended school 140 days or more, and 83,593 attended less than 140 days in the year.

The percentages of enrolled pupils in average attendance, and attending 140 days or more, were nearly the same for 1883 and 1884. In 2,526 cases of default in school attendance, the parents were prosecuted and convicted. Steps were taken towards appointing additional school boards in each district, so that local supervision might become more active and efficient.

196 additional school sites were obtained, 406 new school buildings and 41 substantial additions to existing buildings were completed, affording accommodation for 33,027 pupils. At the close of the year, the total number of places provided in school accommodation exceeded the average number of pupils in quarterly enrollment by 12,581, and was only 14,990 less than the number of distinct pupils on the school rolls during the year. Other new buildings and additions, for the accommodation of 9,924 pupils, were in progress at the close of the year; 45 new weather sheds and repairs to 446 school buildings were also completed or in progress.

The inspectorial staff was rearranged, and improved standards of proficiency were brought into operation. 93,540 pupils were examined, 82 per cent. being of the statutory school age. In all respects the proficiency of the pupils evidences satisfactory progress. 8 high schools and 26 superior schools were in operation. The superior schools are doing fairly satisfactory work, but the amount of support high schools have hitherto received from the public is not encouraging. Night schools have still further declined, and the experience so far gained respecting them tends to show that their usefulness is very limited. 40 itinerant teachers are at work, and the results achieved are very encouraging.

2,264 teachers and assistants, 823 pupil-teachers, and 88 work-mistresses were em-



ployed; 119 students attended the training school, and, of these, 74 completed their course and obtained certificates.

774,357*l* were expended during the year, and toward this amount 56,766*l* were paid into the treasury as school fees. This expenditure shows a decrease of 47,495*l* compared with that of the previous year. The total amount expended per pupil was 12*s* 8½*d* less, and the net state expenditure was 12*s* 11½*d* per pupil less, than in the previous year, while the state expenditure per pupil for education—exclusive of the expenditure on buildings—was 2*l* 9*s* 5½*d*, or an excess of 1*s* 5½*d* per pupil over the like expenditure of 1883.

*Technical education.*—The board of technical education was appointed on August 1, 1883. On October 1st the Technical College of the Sydney Mechanics' School of Arts, which had been subsidized by the Government for four years previously, was transferred to the management of the board, and the large hall, the chemical laboratory, the art room, and seven other apartments were leased from the committee of the School of Arts.

The number of individual students who received instruction at the Technical College during at least one session of the year was 2,128, or an increase of 887 over those attending some of the terms of 1883.

The popular science lectures, given under the auspices of the board, in the large hall of the Sydney Mechanics' School of Arts, leased for four nights weekly for that purpose, are principally intended for the benefit of workingmen, and to induce students to attend the college classes, and they have proved highly valuable in giving information on a variety of subjects to numbers of artisans engaged in the leading industries. The estimated number of persons who attended 187 of these lectures during last year was 34,298, or an average of 183 at each lecture.

The total advance from the parliamentary vote for technical education in 1884 was 17,093*l* 3*s* 4*d*.

NEW ZEALAND, British colony: area, 104,027 square miles; population, exclusive of Maoris (1884), 596,604. Capital, Wellington. Minister of education, Robert Stout.

The following information is derived from the report of the minister of education for the year ending December 31, 1884.

The number of public schools reported in operation at the date mentioned was 987, being an increase of 44 since 1883. The number of scholars belonging at the end of the year was 97,238; the average attendance for the whole year was 75,391, being 77.9 per cent. of the mean of the number enrolled for the four quarters. The increase in enrollment and in average attendance over 1883 was greater than in any similar period since 1880. The attendances reported include 163 pure Maoris, and 540 of mixed races.

The branches pursued, in addition to the three elementary subjects, and the number of scholars in each were as follows: English grammar and composition, 42,784; geography, 55,128; history, 36,915; elementary science, 20,331; drawing, 59,066; object lessons, 74,656; vocal music, 70,157; needle-work (girls), 34,504; domestic economy, 6,462.

The number of teachers employed during the last quarter of 1884 was 2,447, an increase of 156 over the corresponding number in 1883. This increase kept equal pace with the increase in average attendance. The total receipts for elementary education during the year were 371,548*l* 19*s* 9*d*; adding to this sum receipts for public libraries and secondary schools, and balances, the total income was 384,556*l* 11*s* 5*d*. The total expenditure by the school board for elementary schools, public libraries, and secondary schools, was 365,002*l* 19*s* 2*d*.

Four training colleges for teachers are reported, having an enrollment in December, 1884, of 139 students. The expenditure for these schools was 8,652*l* 6*s* 6*d*, and the government grant 7,618*l* 4*s* 9*d*.

The report contains interesting particulars of 71 native schools maintained by the

department, and 10 industrial schools and orphanages maintained wholly or in part by the department. Separate reports are made by the department to the general assembly respecting secondary and superior institutions. The latter comprise Canterbury College, the Auckland University College, the University of New Zealand, and the University of Otago.

SOUTH AUSTRALIA, British colony: area, 903,690 square miles; estimated population (1883), 304,515. Capital, Adelaide. Minister of education, R. C. Baker.

The following information is derived from the report of the minister of education for 1884.

The total number of children under instruction during the year in public and provisional schools was 42,758, and the average daily attendance 25,048. The schools were in charge of 241 head teachers, the whole number of teachers and assistants being 1,000. The report on the operation of the compulsory law shows that 15.34 per cent. of the children of compulsory age did not make the required thirty-five days' attendance, and that 5.44 per cent. of the total number of compulsory age were reported as cases of neglect.

The cost of enforcing compulsion was 1,986*l* 1*s*. Of 30 pupils of the training college, 5 passed the examination for second-class certificates, and 28 the examination for third-class certificates.

The cost of the training college for the year was 3,504*l* 2*s* 6*d*. The total cost of education, exclusive of buildings, was 102,143*l* 2*s* 7*d*. The amount of school fees paid by the parents was 23,758*l* 0*s* 8*d*.

VICTORIA, British colony: area, 87,884 square miles; population, 1884 (estimated), 945,703. Capital, Melbourne. Minister of public instruction, D. Gillies.

The following information is derived from the report of the minister of public instruction for the years 1883 and 1884.

The number of schools in operation December 31, 1883, was 1,750. Of these, 1,680 were conducted as full time, and 70 as half time schools. The number of localities supplied with means of education was 1,820, showing a net increase of 26 during the year.

Twenty-nine night schools were opened in 1883, and 27 remained in operation on December 31st. Of these, 8 were for boys, 4 for girls, and 15 for both sexes.

The enrollment in the day schools for 1883 was 217,447; average attendance, 116,716; enrollment in night schools, 4,981; average attendance, 1,612; total enrollment, 222,428; total average attendance, 118,328.

A careful examination of the returns indicates that these totals include many duplicate enrollments; it is estimated that if the rolls were cleared of these duplicates the number of pupils in day and night schools would not exceed 188,949, being an increase of 1,559 over the number in 1882.

The number of private schools which furnished returns for the year 1883 in compliance with the requirements of the Education Art Amendment Act was 673; in addition three private schools were reported by the government statistician. The enrollment in these private schools was 41,922.

The percentages of passes in the several subjects of instruction were as follows: reading (I), 91.3; reading (II—comprehension of matter read), 62.6; spelling, 83.3; writing, 95.4; arithmetic, 81.7; grammar, 70.6; geography, 82. During the year 10,036 children passed the examination qualifying for the certificate of exemption from further attendance at school. Extra subjects were taught in 210 schools, a number less by 8 than in the preceding year. The subjects numbered 20 altogether, but usually not more than 2 or 3 were taught in one school. The amount received from pupils for this instruction was 4,832*l* 9*s* 7*d*.

Instruction in singing was given by 23 visiting teachers and 87 of the ordinary staff. The attendance at the classes was 33,566, being 440 less than the number un-

der instruction during the previous year. The number of schools in which singing was taught was 218. Drawing was taught in 156 schools by 14 visiting teachers and 80 members of the ordinary staff; 20,462 children were under instruction in this subject, and the cost of teaching it was 3,963*l* 10*s* 8*d*. The attendance at the classes for instruction in military drill, which was taught in 195 schools, was 11,464, and shows a slight increase on the attendance over the previous year. Instruction in gymnastics was given in four schools. On December 31, 1883, there were employed in state schools 1,734 head teachers and 2,450 assistants. In 1871 there was one teacher, classified or unclassified, for every 52 children in average attendance, one classified or partially classified teacher for every 57 children, and one certificated teacher for every 132 children. In 1883 there were no longer any unclassified teachers, and the supply of classified teachers had so far improved as to provide one classified or partially classified teacher for every 46 children in average attendance, and one certificated teacher for every 100 children.

The relative proportion of male and female teachers has undergone no marked change, but the latter are continually being introduced to a greater extent, as has been the consistent practice of the department.

The average salary received by teachers, exclusive of any sum earned as fees for instruction in extra subjects, or as bonuses for the passing of pupil teachers, or for teaching singing, drawing, or drill, was, for head teachers, male, 17*l* 16*s* 4*d*; female, 10*l* 12*s* 7*d*; for assistants, male, 15*l* 1*s*; female, 11*l* 1*s* 9*d*. Where residences are provided a small rent is charged. Bonuses are paid to Victorian teachers for giving (if qualified) instruction in singing, drawing, drill, or gymnastics, and for passing pupil teachers at their annual examinations. They also receive the fees paid for instruction in extra subjects. Last year 87 qualified teachers earned a bonus of 10*l* per annum for teaching singing, and 80 a similar amount for teaching drawing. The total amount received by teachers for giving instruction in drill and gymnastics (2,877*l* 1*s* 9*d*), for passing pupil teachers (2,884*l* 2*s* 8*d*), and for teaching extra subjects (4,832*l* 9*s* 7*d*), was 10,593*l* 14*s*.

Notwithstanding the rapid increase in the number of new schools, there still remain some sparsely populated localities where it has hitherto been found difficult, and sometimes impossible, to provide facilities for education. In such districts, wherever practicable, half-time schools have been established, 140 localities being thus provided for. In the case of small settlements widely separated from each other, an extension of the half-time principle has lately been adopted, by which the schools are taught week and week about, instead of on alternate days, or at alternate school meetings, as ordinarily. In still more thinly populated districts it is intended to employ ambulatory teachers, who will pass from one group of families to another, teaching a month or so at each center. The number of such localities, where the children are at present deprived of all means of education, is, however, believed to be very small. The establishment of schools in remote districts has been greatly facilitated by the assistance freely rendered by boards of advice, and the parents providing rooms or buildings for school purposes, often at a nominal rental.

Mention was made in the last report of the department that, in order to cope more effectually with the evil of truancy, an addition was made during the year to the number of truant officers. Some of the larger districts were therefore reduced in size, and four new districts were constituted. The number of truant officers employed at the end of the year was 30.

Subsequently, in March of the present year, it was determined to adopt further measures for maintaining a more complete surveillance over children of whom from time to time complaint was made that they might be seen loitering or playing in the streets during school hours. Four officers were accordingly appointed for the special purpose of traversing the streets, parks, and public gardens of the city and suburbs, with instruction to accost all children apparently of school age met with during



school hours, and ascertain by inquiry of them and at their homes the reason of their absence from school.

The labors of these officers have been fairly successful, and have resulted in the detection of several children who never attend school, and the prosecution of the offending parents. On the other hand, their reports show that the great bulk of the children seen daily about the streets do attend school with greater or less regularity, and that their absence is due to causes of a temporary, and generally a legitimate nature.

The total expenditure under the vote for the department of public instruction and under loans was 604,871*l* 9*s* 2*d*, and, as compared with the expenditure for the previous financial year, shows a decrease of 9,404*l* 18*s* 10*d*. Deducting the grants to the schools of mines and schools of design, the grant of 2,000*l* to the Melbourne University, and the sum spent in the erection and maintenance of school buildings and for rent, the expenditure was 531,912*l* 3*s* 8*d*, and shows an increase of 4,896*l* 5*s* 9*d*.

WESTERN AUSTRALIA, British colony: area, 1,057,250 square miles; population (1881), 29,708. Inspector of schools, W. Adkinson.

The following information is derived from the report of the inspector of schools for the year 1884.

The number of elementary schools at the close of the year 1883 was 91, viz, 75 government schools and 16 assisted schools; of these, 89 remained in operation to the close of 1884.

The average number of scholars enrolled in 1884 was 4,156, and the number in average attendance 3,167, or 76 per cent. A comparison of the standards attained in 1884 and 1874 shows that while the number of schools had only risen from 84 to 91, the number presenting scholars in the three higher standards had more than doubled.

The receipts for school purposes during 1884 amounted to 3,938*l* 13*s* 6*d*, and the expenditure to 1,900*l* 9*s* 2*d*.

TASMANIA, British colony: area, 26,615 square miles; estimated population (1883), 126,220. Capital, Hobart. Chairman of the board of education, Henry Butler.

The following information is derived from the report of the board of education for the year 1884.

During the year 1884 there were 191 schools in operation; the total number of distinct children on the rolls for the year was 14,846; the average number on the rolls from month to month was 10,134; and the average daily attendance, 7,297. As compared with the previous year the number of schools has increased by 8, the total number of children on the rolls by 605, the average number on the rolls by 426, and the average daily attendance by 257.

*Grant for education.*—The total expenditure in aid of public schools amounted to 21,279*l* 1*s* 10*d*.

*Building grants.*—During the year the sum of 14,935*l* 11*s* 7*d* was appropriated, under the provision of the public school erection acts, in aid of the erection of school premises.

Three night schools for males were maintained, with an average attendance of 37 scholars, for the three quarters during which they were in session.

The board paid on account of these scholars 20*l* 2*s*, and the receipts from scholars were 35*l* 9*s* 9*d*.

#### RECOMMENDATIONS.

The organization of the educational museum in connection with this Office, which I have had the honor to recommend, now constituting a collection of great value and more and more visited and studied by teachers and school officers, should have a sufficient appropriation to enable it, by exchange and otherwise, to supply similar

collections in the offices of the several State superintendents and the leading cities when desired. A new and important additional demand has been made upon the collection for supplying exhibits where educational collections are presented in State and other expositions. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances should be collected and distributed to all parts of the country.

I renew most earnestly the following recommendations :

(1) That \$50,000 be appropriated for the support of common schools in Alaska.

(2) That the office of the superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(3) In view of the large number of children growing up in ignorance in portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, or that an adequate fund be appropriated directly from the Treasury and expended under such provisions in regard to amount, allotment, expenditure, and supervision, as Congress in its wisdom may deem fit and proper. The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in 1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,658,144 to 6,239,958 in the same period.

The delay in making some appropriate provision of national aid to education is constantly furnishing illustrations of the necessity and advantage of bestowing this aid, and is creating widely a sentiment in favor of a large temporary appropriation in aid of schools from the surplus in the Treasury to meet the present emergency. No appropriation could be made more effectually to assure the perpetuity of our institutions.

(4) I recommend the enactment of a law requiring that all facts in regard to national aid to education, and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this Office.

(5) I recommend an increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

My resignation having been tendered, thereby removing all possible personal advantage in the objects sought, I add the two following recommendations, of great importance, I believe, to the education of the country:

(1) That the salary of the Commissioner of Education be \$6,000 per annum.

(2) That immediate provision be made for the erection of an appropriate building adequate to the purposes of this Office.

# CCCIV REPORT OF THE COMMISSIONER OF EDUCATION.

## APPROPRIATIONS NEEDED.

The following letter, written in connection with the annual estimates of the Office, contains a full statement of my views in regard to appropriations needed for its support:

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
Washington, D. C., October 13, 1885.

To the Honorable the THE SECRETARY OF THE INTERIOR,  
Washington, D. C.

SIR: In submitting the estimates of this Office for appropriations for the year 1886-'87, I may be permitted to add a word of explanation.

*First.* I recommend the addition of \$200 to the present appropriation of \$1,800 for the salary of the chief clerk. Two thousand dollars was formerly the salary of this office. The \$200 was taken off of his salary several years since, when the same amount was taken from the salaries of a considerable number of officers of the same grade. These salaries have generally been restored. Chief clerks of Bureaus are generally paid \$2,000, and I fail to see why a chief clerk of the Office of Education, with all the most delicate and difficult duties of such a position, should be paid less than a chief clerk of the same grade in any other service.

*Second.* I have submitted an increased estimate of two clerks of class 4, \$3,600; one librarian, \$1,800; two clerks of class 3, \$3,200; one copyist, \$900; one copyist, \$800,—an addition to the clerical force of the Office. Those who have been familiar with the growth of this Office may have been observant of the fact that I have never submitted estimates of increase until that increase was clearly demanded and had become plainly necessary in the administration of the Office. The work undertaken under my direction has been kept strictly within the requirements of the law to collect "statistics and facts," and to diffuse "such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

It is well known that the interests of war and commerce have forced the information touching these subjects into forms for generalization and the satisfactory drawing of conclusions. It is equally well known with reference to the subject of education that the data upon which conclusions depend have only within a comparatively recent period begun to be collected in a form for purposes of generalization.

There is a lack of a common nomenclature. Even when this Office began its work the statistics of States and cities in the Union could be compared only to a limited extent. This Office, without authority, has fortunately been favored by the good-will of the administrative officers of education, and terms and forms of statement have been so changed that there has been great increase in the possibilities of generalization and reasonable deduction. This good-will has been far more valuable than money. It has furnished in many cases information that money could not purchase; but it may be said, in a sense, to increase the obligation of this Office to be able to handle the material efficiently and satisfactorily which comes to it.

All the estimates made by me from time to time have been made with a view to these demands. Their growth from year to year will be apparent to any one who will become familiar with the facts. No remote, impossible theory of doing the work has ever been projected. Each step forward has been taken with a clear knowledge of what was to be done. No careful student of the work of the Office, coming from any part of our country or from any part of the world, that I know, has failed to approve its objects, its methods, and its administration. Everything about it is submitted to the freest scrutiny of everybody. Again and again urgent demands for work by great interests of education are made, which it is impossible for the Office to undertake. The entire work of the Office is kept in the closest possible relation to the requirements of educational progress. No fanciful objects have been sought, no sinecures desired.



The presence of an idle person connected with the Office would be a personal annoyance to me.

The character of the work of the Office is not sensational, and should not be sensational if it would promote the most healthy progress of the care of the young; but careful inquiry from any quarter will readily ascertain what its methods and merits are. It is to do more of this work required within the Office that these estimates for increased clerical force are made. The assistants now furnished are overtaxed, and much exceedingly valuable work remains untouched. The tasks which the Commissioner has been accustomed to carry in his own hands are too heavy, and they cannot long be performed by one man; they must be subdivided. Therefore the increase asked is mainly for a higher order of clerks, with an appropriate increase of copyists.

The friends and promoters of a variety of special departments of education are asking more attention to their specialties. Those engaged in the prevention of crime among juveniles, the management of orphan asylums and reformatories, those engaged in the management of libraries, the promoters of industrial education and others, are urgently asking that one or more persons in the Office of proper competency be charged with special care of their respective subjects under the Commissioner. This can hardly be regarded otherwise than as a most reasonable demand. If there should be granted my request for the three \$1,800 places, a movement of this kind in the organization could be begun.

One of these places I have specified as librarian. To the growth of the library I refer elsewhere. Clearly the handling of the material in the Office, cataloguing, indexing, and holding it in readiness for the use of the several departments of work in the Office, and the demands of educators from outside, is central to all that is undertaken by it. So far I have had to carry the work forward without specific provision of law. I ask for a librarian.

The museum of the Office, to which I refer elsewhere, has had rapid growth with slight expenditure, and has become especially helpful in conveying to educators ideas of improvements in appliances and conditions of education; and while I have deemed it best to manage it without specifically asking for a director of the museum, I do need sufficient clerical force upon which to draw for its custody, and for explanations necessary to inquirers.

*Third.* I estimate for three watchmen, and may remark that when the Department of the Interior had an ample supply of watchmen, they furnished the watchmen for the building occupied by this Office; but since the superintendent of the Department buildings and of the force of watchmen has been so greatly called upon for service in the care of other buildings, it has been impossible, as he has informed me, to furnish the watchmen for this building in full, and since that date the time of two watchmen necessary for this building has been made up out of the time of laborers of this Office, voluntarily, in addition to their regular work. I may observe that the books and collection of educational appliances in the possession of this Office have become very valuable. Some of them, if destroyed by fire, could not be replaced. Though they have come to the Office by comparatively little expenditure of money, their purchase outright in the market would be very costly. Their loss by fire would be a great detriment to education. I ask, therefore, that the necessary watchmen for this service may be granted.

*Fourth.* I submit a recommendation for an increase of \$500 to the present appropriation of \$500 for the purchase of books for the pedagogical library. When my service here commenced there were not a hundred volumes in the possession of the Government for use in this work. The number of volumes now in the library is 18,218, and the number of pamphlets 47,800. Congress saw fit to give me annually \$1,000 for this library. By the care with which this small sum has been expended, the library has come to be pronounced by foreign experts as unique.

Moreover, it is not only used primarily by the clerks of the Office for the techni-

cal purposes of the Office to abbreviate labor and save expenditure in other directions, but as it has become known to the educators of the country that there is such a literature of education, students and investigators are coming from a distance for its use, and the stream of inquiries for quotations and drafts upon it is steadily increasing. Besides, the literature of education throughout the world is multiplying rapidly, and, if we would keep up with its progress, more instead of less should be appropriated. Shall there not be one point in the United States where the educators of the country can be sure they will find the literature of their subject? I only ask that the \$500 some time since taken from the \$1,000 previously appropriated for this purpose, may be restored.

*Fifth.* In the last appropriation there was granted the Office \$3,000 for the collection of statistics, making of special reports, preparing circulars of information, etc., and I have the honor to submit an estimate for an increase of \$17,000, or a total appropriation of \$20,000. Is it necessary in the American Republic to set forth the reasons for this estimate? As a government we properly expend large amounts of money to promote the science of physics, of chemistry, of geology, and the sciences which especially promote the efficiency of instruments of war. Can we as a people of liberty, whose institutions we claim depend solely upon the free, intelligent, virtuous choice of the people, not afford to expend \$20,000 outside of the regular clerical work of this Office for the promotion of the science of education, our progress in which determines the progress in every other science and in every other art? Over a hundred million of dollars are expended annually on education through the various agencies of the country, and no one knows how much of this amount is wasted on houses badly heated, ventilated, and lighted, and unhealthy in other respects, or how much is expended on inferior books, appliances, and methods. No one knows how much harm comes through neglect, unwise action, or inferior conditions, for which these millions are expended, when better and more healthy aids would be less expensive, and could be ascertained, and thus teachers and school officers placed in a way to prevent them by a slight expenditure of means, by this Office, in observing the facts of the science of education as applied to school architecture and school administration. Something of what this Office has done with its small means in this behalf is known to the world in showing the relation of education to labor, the relation of ignorance to crime, in pointing out the best conditions of lighting and heating school apartments, and collating facts bearing upon the hygiene of school life. It is not too much to say that the world of educators have pronounced their approval upon these endeavors, and for the enlargement of this work to meet immediate demands I ask for an increase of \$17,000.

*Sixth.* I submit an estimated increase of \$4,000 to the amount appropriated for the two purposes of (a) distribution and exchange of educational documents, and (b) the exchange, cataloguing, and care of articles, apparatus, and appliances of the pedagogical museum. As there comes in upon the Office from the different nations of the world the literature they are preparing upon the subject of education, and their promotion of improvements in educational management by means of pedagogical museums, and I see how little is done in our own country for the same purpose, I am made to feel deeply the danger that we shall fall behind in the race of intelligence and virtue, and thereby also in the possession of the advantages of free government of which we justly boast.

The revolution of education in Japan, for instance, as it may be called, has been carried forward with great rapidity by the establishment of a separate building for the collection and exhibition and dissemination of pedagogical appliances from other portions of the world. The Republic of France, as is known, has organized an office of education, modeled on this Office in Washington, and, in staking the perpetuity of its liberties on the education of its people, makes pre-eminent among its instrumentalities the presentation of illustrations to the eye of articles showing the improvements in educational principles, methods, and appliances.

*Seventh.* The Department has seen fit to order the execution, through this Office, of the requirements of the law directing the establishment of schools in Alaska, for the education of its children without respect to differences of race, and I have estimated that an additional sum of \$50,000 should be appropriated for this purpose. Several times, by the request of the Department, or by the request of others interested in education in this remote region, I have been carefully over the plans for introducing schools for that widely scattered population, and it should be noted (a) that there are few houses anywhere in the country available for school purposes. There is, therefore, the first cost of erecting houses. (b) In many places the teachers must be, under the circumstances, the only parties representing the civilization of the States, in which case the teacher should have his family with him, and the expenses must be increased accordingly. (c) In most cases the books, maps, charts, slates and pencils, as well as the fuel and furniture, must be furnished by the Government at the start. (d) I need not allude to the expenses necessarily connected with the vast distances and inconveniences of travel in that country. The people, as a rule, wherever found in that territory, it should be observed, have manifested a desire for the education of their children, and the young are found to be teachable wherever the experiment of establishing schools has been made. The policy of feeding or supporting need not be introduced.

If schools are promptly established and the people taken as they are, and by well fitted, skillful education advanced in intelligence, and virtue, and skill in the industries by which they now live, and in ability to improve themselves with their present environment, it can hardly be doubted that they will not only continue self supporting, but that they will contribute vastly more to the commercial profits of the country. If, on the other hand, their education is neglected and the vices of civilization go before its virtues, the evils to be expected can hardly be described, nor would it be possible to foretell the expense likely to be incurred in preserving order and establishing peaceful commercial relations.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,  
*Commissioner.*

#### CONCLUSION.

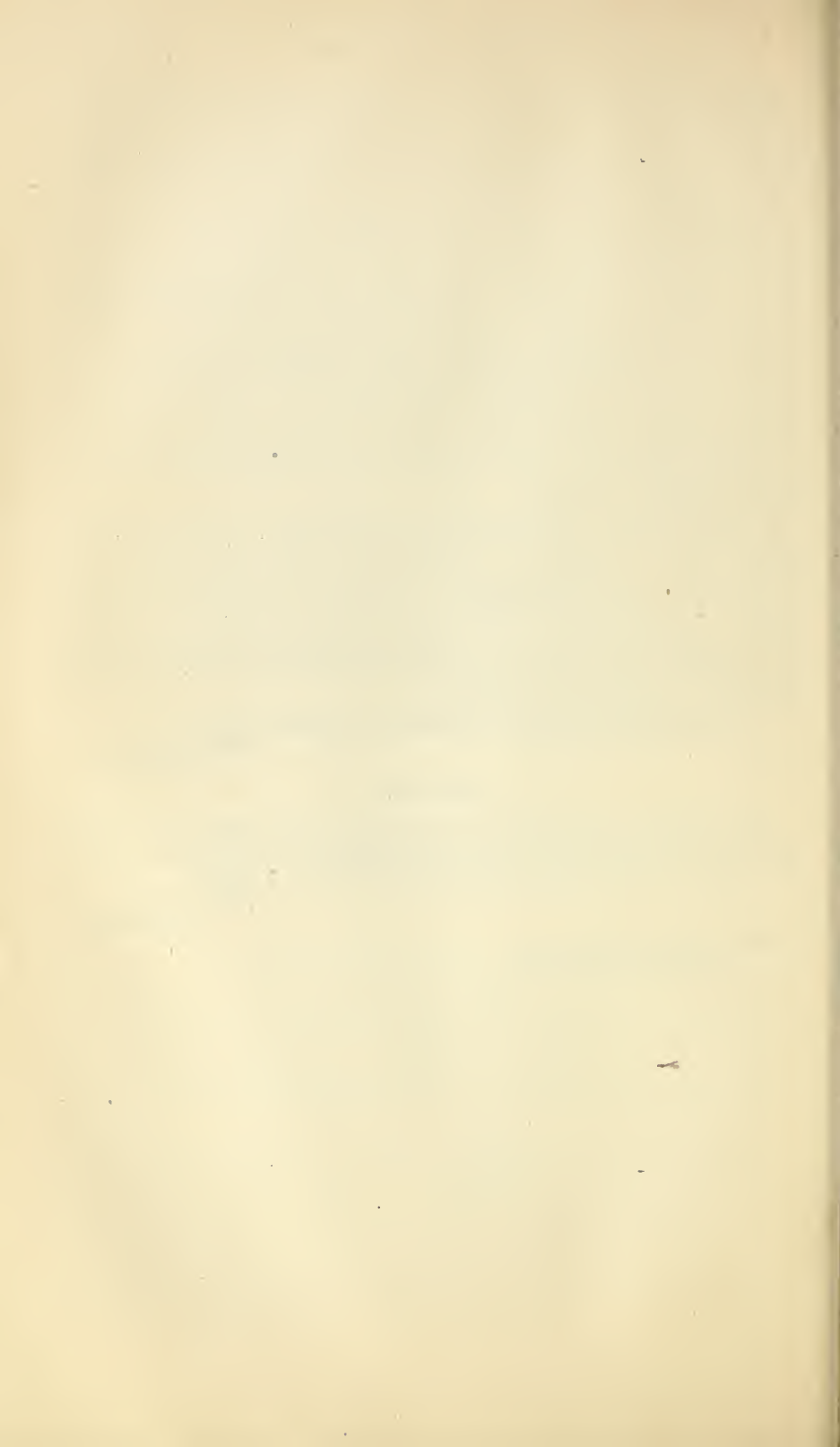
I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,  
*Commissioner.*

Hon. L. Q. C. LAMAR,  
*Secretary of the Interior.*





---

---

# ABSTRACTS

OF THE

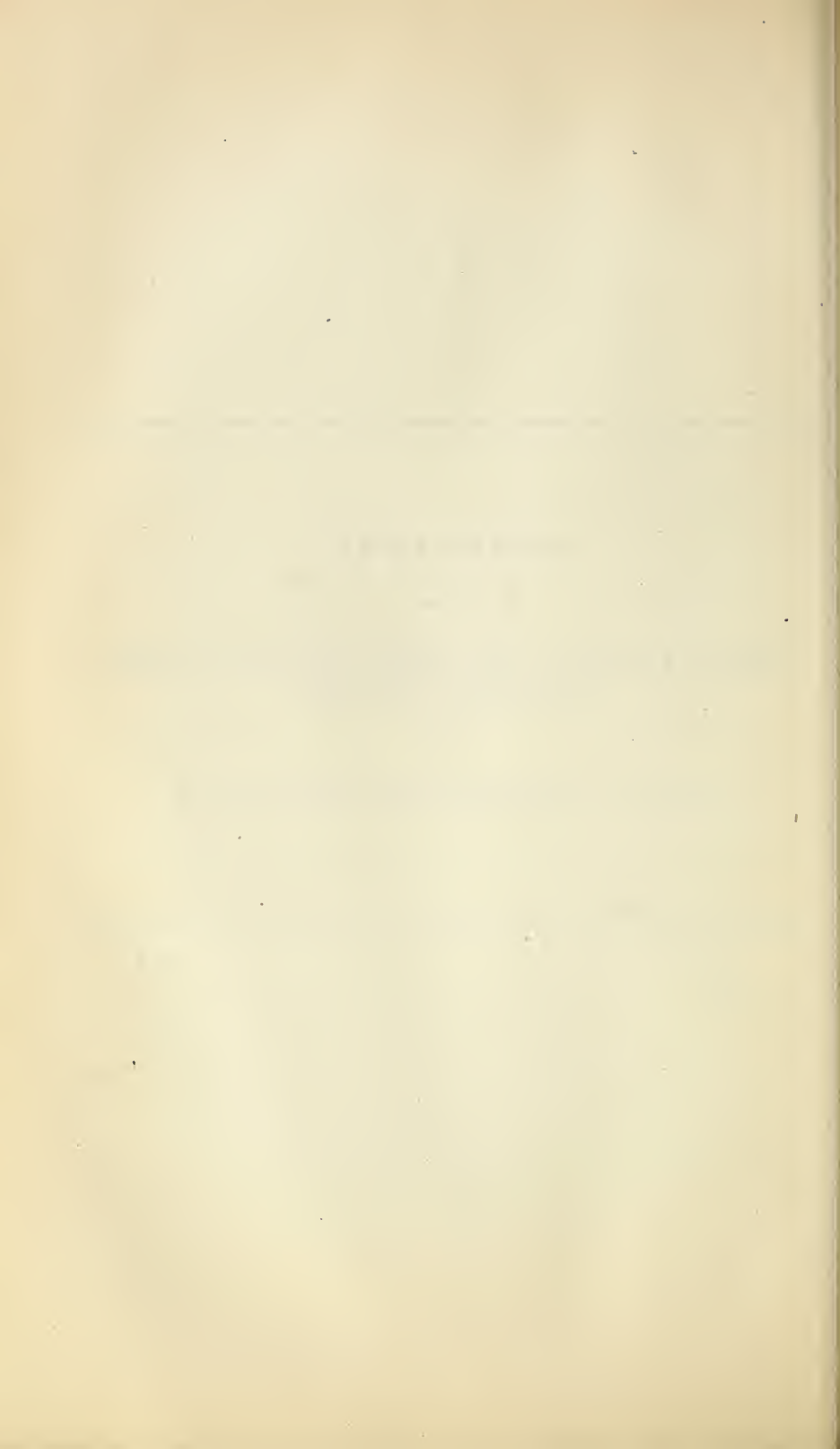
OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,  
TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

---

---





## PREFATORY NOTE.

The following abstracts are derived from a great variety of sources. First among these come the reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, school visitors, and principals of State institutions. From these are derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of such institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

### GENERAL PLAN OF ABSTRACT FOR EACH STATE.

1. STATISTICAL SUMMARY.....(a) School population and attendance.  
(b) School districts and schools.  
(c) Number and classification of teachers.  
(d) Financial statistics.
2. STATE SCHOOL SYSTEM.....(a) General condition, marking specially anything new and noteworthy.  
(b) Administration.  
(c) School finances.  
(d) Other features of the system.
3. CITY SCHOOL SYSTEMS.....(a) Administration.  
(b) Statistics.  
(c) Other particulars.
4. PREPARATION AND QUALIFICATIONS OF TEACHERS.....(a) General State requirements.  
(b) State normal training.  
(c) Other normal instruction.  
(d) Teachers' institutes.  
(e) Educational journals.
5. SECONDARY INSTRUCTION.....(a) Public high schools.  
(b) Other secondary schools.
6. SUPERIOR INSTRUCTION.....(a) Colleges for men or for both sexes.  
(b) Colleges and high grade schools for women.
7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION.....(a) Training in scientific schools and agricultural colleges.  
(b) Training in theology.  
(c) Training in law.  
(d) Training in medicine, dentistry, and pharmacy.
8. SPECIAL INSTRUCTION.....(a) Education of the deaf, dumb, blind, &c.  
(b) Industrial and reformatory training.  
(c) Instruction in oratory, music, art, &c.
9. EDUCATIONAL CONVENTIONS.....(a) Meetings of State associations.  
(b) Special meetings of teachers, school principals, and superintendents.
10. OBITUARY RECORD.....(a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year.
11. CHIEF STATE SCHOOL OFFICERS.....(a) State superintendents and deputies.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.

## ALABAMA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (7-21).....	233,555	233,901	346	-----
Colored of school age (7-21).....	186,209	186,512	303	-----
Whole number of school age.....	419,764	420,413	649	-----
White pupils enrolled in public schools.	131,513	143,037	11,524	-----
Colored pupils enrolled in public schools.	84,065	90,872	6,807	-----
Whole enrollment in such schools...	215,578	233,909	18,331	-----
White pupils in average attendance...	78,815	84,856	6,041	-----
Colored pupils in average attendance...	55,595	59,716	4,121	-----
Whole average attendance.....	134,410	144,572	10,162	-----
Per cent. of school youth enrolled...	51.36	55.64	4.28	-----
Per cent. of enrolled in average attendance.	62.35	61.81	-----	.54
Per cent. of school youth in such attendance.	32.02	34.39	2.37	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported .....	1,776	1,784	8	-----
Public schools for whites.....	3,421	3,647	226	-----
Public schools for colored.....	1,797	1,744	-----	53
Whole number for both races.....	5,218	5,391	173	-----
Average time of schools, in days .....	.83	82.4	-----	.6
TEACHERS.				
Teachers in public schools for white.....	3,458	3,565	107	-----
Teachers in public schools for colored.....	1,724	1,827	103	-----
Whole number of teachers.....	5,182	5,392	210	-----
Number of male teachers.....	3,393	3,536	143	-----
Number of female teachers .....	1,789	1,856	67	-----
FINANCIAL STATEMENT.				
Average annual pay of teachers .....	\$98.38	\$100.22	\$1.84	-----
Expenditure for public schools.....	522,727.00	538,950.00	16,223.00	-----

a Includes \$20,540 disbursed from local funds in Mobile city, not derived from State.

(From reports of Hon. H. Clay Armstrong and Hon. Solomon Palmer, State superintendents of education, for the school years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

As may be seen from the foregoing table, the educational progress in 1884-'85 was very gratifying on the whole. Though the increase of children entitled to instruction in the public schools was only 649, the enrollment of such children in the schools provided for them by the State was 18,331 greater than in the previous year, while the average attendance showed an increase of 10,162. Eight more school districts, 173 more public schools, and a considerably larger expenditure for school purposes, afford further testimony of an advancing interest in school affairs. And as the State, through its now well-

assured prosperity from coal and iron mines, as well as from the greater attention given to agriculture, is evidently destined to advance in wealth, it may well be hoped that all these elements will contribute to a still further development of public schools.

#### ADMINISTRATION.

The school officers are (1) a State superintendent of education; (2) a county superintendent of education for each county; (3) a township superintendent or 3 trustees of public schools in each township or other school district; (4) for each county an educational board of 2 teachers, with the county superintendent as president, to examine applicants for licenses to teach in public schools, to hold examinations in these schools in their respective counties at least once a year, and to certify such pupils as have mastered all the branches taught.

Children between the ages of 7 and 21 are entitled to instruction in the public schools of their own race, but it is not lawful to instruct in the same school both white and colored children.

Enumeration of children of school age of each race and sex is made every 2 years by the town superintendents, who report to their respective county superintendent. The State educational fund is apportioned by the State superintendent to the townships or school districts through the county superintendents, according to the latest official returns of enumeration. Each county retains its own poll tax.

Teachers must have licenses valid for the time of their engagements; must teach annually at least 3 months, of 20 days each; and must, within 5 days from the end of each quarter, report to the county superintendent the required statistics. The scholastic year begins October 1 and ends September 30 following. A State school month is 20 days of 6 hours each.

#### SCHOOL FINANCES.

The revenue for the support of public schools in Alabama is derived (1) from 6 per cent. interest on funds received through sale of the State and township school lands derived from the United States; (2) from 4 per cent. interest on the State's share of the United States surplus revenue fund of 1836; (3) from the voluntary gifts of citizens or others for school purposes, or from estates of persons dying without will or heir; (4) from an annual poll tax of \$1.50 on each male citizen from 21 to 45 years of age; (5) from a special annual appropriation by the State of \$230,000 out of any money in the treasury not otherwise appropriated; (6) from license taxes to be retained in the counties in which they are collected.

Not more than 4 per cent. of moneys thus raised may be used for any other purpose than the payment of teachers, and no denominational or sectarian school may receive public school funds.

#### AID FROM EXTERNAL SOURCES.

From the Peabody educational fund the State received in 1834-'85 for 10 scholarships at the Normal College, Nashville, Tenn., \$2,000; for 16 scholarships at the Florence Normal School, \$2,000; for the Normal School at Jacksonville, \$300; for that at Marion, \$400; for that at Huntsville, \$300; and for the Peabody school district, \$300.

Of the distribution of the John F. Slater fund for the same year the only information received is of the gift of \$1,000 to the Huntsville State Normal School for colored teachers, to equip an industrial department, which was successfully established by this means and conducted with fair results; and of a like amount to the Tuskegee Normal School for colored teachers, also for industrial training in farm work, brick making, carpentry, printing, and sewing.

#### NEW LEGISLATION.

(1) County superintendents, formerly appointed by the State superintendent, are now to be elected by the people in certain counties of the State; (2) three township trustees for each township in a number of counties are provided for, to have immediate supervision of the public schools in their respective townships; in some instances these are elected by the people, in others appointed by the county superintendent; (3) each county superintendent is to send a duplicate copy of his report to the probate judge of the county, which, after examination by the board of revenue, is to be referred to the State superintendent for final action; (4) no certificate of first or second grade is to be given without an examination in physiology and hygiene with reference to the effects of stimulants and narcotics on the human system, and the pupils of all public schools are to be instructed in the same.

The normal school for colored teachers, Huntsville, is henceforth to be known as the "Huntsville State Colored Normal and Industrial School," \$4,000 instead of \$1,000 being annually appropriated for its support after September 1, 1885. For the Colored Normal School at Tuskegee the annual appropriation is increased from \$2,000 to \$3,000.



## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

The State law provides a special system of administration of school matters for each of 6 cities. Of those with sufficient population for notice here, Mobile has a mixed city and county system under 9 school commissioners elected by the people and a superintendent of education elected by the commissioners. The commissioners are liable to a change of one-third biennially; the superintendent holds for 4 years. The schools of Montgomery are under the management of a city board of education of 6 members, who act without pay, 1 from each ward, elected annually by the city council at its first meeting in January, and a superintendent of education elected by the board. Selma has also a city board of education of 9 members for general management, and a city superintendent of schools appointed by the State superintendent.

## STATISTICS.

1884-'85.

Cities.	Popula- tion, cen- sus of 1880.	Children of school age.	Enroll- ment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Birmingham.....	21,370	1,890	1,420	915	27	\$33,537
Mobile <sup>b</sup> .....	31,255	24,467	5,898	4,853	136	42,826
Montgomery .....	16,713	4,928	4,900	1,729	32	19,029
Selma.....	7,529	2,365	814	536	17	2,447

<sup>a</sup> Census of 1884-'85. <sup>b</sup> Includes the port of Mobile and outlying precincts, containing 2,123.

<sup>c</sup> City return; the State report, p. 90, says 4,533.

<sup>d</sup> In State report (p. 90), 1,904.

<sup>e</sup> State report, p. 90.

## ADDITIONAL PARTICULARS.

*Birmingham*, rapidly growing, reports, beside the statistics above given, 6 public school buildings seating 1,200 pupils, and valued with furniture at \$40,200; an evening school, the attendance on which is not given, and a private or church school, with an estimated enrollment of 150. These statistics are from a written return, and considerably add to the figures of the State report. The State superintendent says that the city expended on its schools in 1884-'85 about \$9,377, beside the State appropriation for them.

*Mobile*.—In the absence of any report from this city that does not include the statistics of the county, the following statement from a resident is given: "The principal part of the teaching is carried on in a four-story brick building of imposing dimensions. In this building are the boys' junior and senior grammar school and the girls' junior and senior grammar and high school. In other parts of the yard are buildings in which are the primary and intermediate departments and the boys' high school. Each department is presided over by a principal having a suitable number of assistants. In the boys' department these are all young men, ranging from 20 to 30 years of age, the superintendent having found by actual trial that he could depend on young teachers with greater certainty than on older ones possessed of prejudices that could not be uprooted. \* \* \* School hours are from 8.45 a. m. to 3 p. m. in winter, and half an hour earlier in summer. Teachers are present a quarter of an hour before the opening of school. Pupils delinquent in their studies are detained after the dismissal of the others."

"On Friday afternoons a quiz meeting is held, and various questions in grammar and arithmetic are propounded and discussed. Only teachers in the public schools are allowed to be present at these meetings. The superintendent presides, and it is through him that questions are asked. The teachers are the pupils, and the superintendent is the teacher. There the teacher, now a scholar, obtains the views of others as to the best way of presenting a truth to the mind of the pupil, and this interchange of thought and experience has been of vast benefit to all concerned."

In 28 school districts there were reported 85 schools in 1884-'85, 56 of them for white, 29 for colored youth.

*Montgomery*,<sup>1</sup> forming a single school district, reports to the State superintendent 3 schools for white pupils and 2 for colored; the former with 21 teachers, the latter with 10. Under the 21 white teachers were 960 pupils; under the 10 colored, 944; an inequality that looks inconsistent with the constitutional requirement that the schools shall be "for the equal benefit of all the children 7 to 21 years of age." Its schools for whites

<sup>1</sup> Subsequent information shows great educational advance in Montgomery.

were held 156 days; those for colored the same time. Average monthly pay of teachers in the schools for whites, \$60.05; in those for colored, \$47.00.

*Selma*, also a single school district, had 1 school for each race, with 11 teachers for its 425 white enrollment and 6 for its 389 colored. Average monthly pay of the former, \$70; of the latter, \$60.90.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Persons proposing to teach in the public schools must either present diplomas from a chartered school or college, or undergo an examination by the educational board of the county in which the applicant wishes to be employed. To those examined no certificate is to be given unless they answer correctly 70 per cent. of the questions asked. For a certificate valid for a year, the examination is in primary studies; for one valid for 2 years, it is in intermediate studies, including elementary algebra; for one valid for 3 years, higher algebra, natural philosophy, geometry, and the theory and practice of teaching are added. No certificate of the two higher grades is, from September 30, 1885, to be granted to any one that has not passed a satisfactory examination in physiology and hygiene, with reference to the effects of stimulants and narcotics on the human system. Those licensed are to attend at least once a year the county institutes held for their improvement.

### STATE NORMAL TRAINING.

The 6 State schools for preparing teachers, noticed in the report from this Bureau for 1883-'84, were continued in 1884-'85; three of them for whites, at Florence, Jacksonville, and Livingston; and three for colored youth, at Huntsville, Marion, and Tuskegee.

At Florence, under 9 instructors, were 224 students, 102 of them preparatory and academic, and 122 in classes more advanced. Those preparing to teach numbered 118, their names appearing in all the classes from preparatory to senior. In music there were 40 pupils; in penmanship, 126. Instruction in French, German, Spanish, Anglo-Saxon, and Historical English Grammar also was announced for 1885-'86. Receipts of treasurer on school account from the State, \$7,500.

At Jacksonville, under 5 instructors, were 106 pupils in a 3-year course, 26 of them preparing to teach.<sup>1</sup> Appropriation from the State toward such preparation, \$2,500; from other sources, \$2,073.

At Livingston, in the *Alabama Normal College for Girls*, where are collegiate-academic, collegiate-normal, preparatory, and primary classes, 25 normal pupils are reported in 2-year and 4-year courses, under 10 instructors, out of a total attendance of 125, according to an official return, the figures of which differ slightly from those in the State report. Receipts from the State for teachers' fund, \$2,000; for apparatus, \$500. Graduates of the year, 15.

The normal school, Huntsville, for the education of colored teachers, has had its title changed to *Huntsville State Colored Normal and Industrial School*; has organized a collegiate class with 3 students; and, with this and the students of the higher normal, normal, and normal preparatory departments, shows 167 pupils, besides 61 in a model school. Total number of normal students 164, under 4 instructors. Appropriation from the State \$2,000 for 1884-'85, to be made \$4,000 from September following that school year; from the Peabody fund \$500, according to a written return; according to the State superintendent's report, \$300; from the Slater fund, \$1,000. Through this last, 11 classes, with a total of 55 students, were instructed in the elements of carpentry, painting, printing, sewing, and gardening, apparently in a new industrial building erected for this purpose within the year at a cost of \$610. In this department appear 3 teachers for the next following year.

*Marion State Normal School and University for Colored Students*, formerly Lincoln Normal University, reports 373 students, an increase of 70 over 1883-'84. Graduates of the year, 17; graduated since the school was established, 60. These graduates are said to have taught during the year upwards of 15,000 children in 20 counties of the State. The training school noticed above was one of the growths of the year, and was under the charge of a graduate from a normal school in Indiana. In an industrial department, under 2 teachers, girls were instructed in plain and fancy sewing; young men in the use of carpenters' and wood-turners' tools, and in the making of plans and estimates of work. State appropriation for the year, \$4,000; from Peabody fund, \$400.

<sup>1</sup>These figures for general and normal pupils are from a written return. The report from the school to the State superintendent says that the roll-book shows for the year a total attendance of 203 pupils, 32 of them in the normal department.



For the same year, *Tuskegee Normal School for Colored Teachers*, Tuskegee, reports a State appropriation of \$3,000, \$1,000 from the Slater fund, and \$6,573 from other sources; a new 4-story brick building, a new 2-room cottage for boys, several new outhouses, and other aids to more effective work. Brick making, farming, carpentering, printing, and cutting and making of garments, have helped the students to pay for their instruction, and have trained them to industries that may secure them a support. A written return tells of 207 normal students under 12 instructors; graduates of the year, 10.

In all these State normal schools students that do not otherwise pay for their tuition are required to do it by teaching in the public schools of the State for 2 years after graduation. Music, vocal and instrumental, is taught in all, and drawing in all but one.

#### OTHER NORMAL TRAINING.

*Rust Normal Institute* (Meth. Ep.), Huntsville, with 3 teachers and 81 normal pupils, besides 88 others, continued its work in 1884-'85, as did also *Emerson Institute* (Cong.), Mobile, with 9 teachers, 22 normal pupils, and 307 others; *Alabama Baptist Normal and Theological School*, Selma, with 148 pupils under 8 teachers, without distinction of the two kinds of students; and *Talladega College*, Talladega, with 6 teachers of preparatory grades and 6 of normal grades, the normal pupils numbering 51, others 60. These figures all indicate advances on preceding years. Rust Normal and Talladega add instruction in drawing and music to their other training.

#### INSTITUTES.

Each county educational board is required to organize and maintain teachers' institutes, one for the colored race and one for the white, where there are not less than ten licensed teachers of the race for which such institutes are held, and to hold three or more meetings of such institutes annually for the improvement of the teaching force. How many such institute meetings were held in 1884-'85 does not appear. A union institute, composed of teachers from Bibb, Jefferson, and Tuscaloosa counties, is the only one of that character mentioned. This is said to have been a great success, and to have stimulated the large number of teachers and citizens present to earnest efforts for increased efficiency in school work.

#### SCHOOL JOURNALS.

The *Alabama Progress*, noticed in the report of 1882-'83 as established at Montgomery April, 1882, ceased to appear at this Bureau, May, 1883, and has not been since heard from. The *Southern Journal of Education* began monthly issues at Birmingham March, 1885, and is believed to be still issued, though its appearance at the Bureau has not been continuous. The *Alabama Teachers' Journal* appeared first in July, 1885, at Huntsville, as a monthly, and has already reached a circulation of some 3,000 copies. It has the full indorsement of the State superintendent.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

Schools of this class do not formally enter into the State school system, but rely entirely upon local support. What information the Bureau possesses in regard to them is of a fragmentary character.

In the State report of 1870-'71 there were 251 high schools presented; in that of 1874-'75, 218; in 1875-'76, 169; in 1876-'77, 163. There the record of them seems to cease, the form of return from teachers and school officers being changed to include elementary branches almost wholly. In the State tables for 1884-'85, beyond the 6 common elementary studies, appear 13,733 pupils in history and 3,675 in algebra.

#### OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix; for summaries of same, the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The collegiate institutions of this State continue to be the University of Alabama, Tuscaloosa; Southern University, Greensborough; Howard College, Marion; and Spring Hill College, Mobile.<sup>1</sup> The three last mentioned have preparatory, all have classical, and all but Spring Hill scientific courses; all but the State University give instruction

<sup>1</sup> Talladega College, Talladega, does not appear to have yet reached full collegiate instruction.



in business; Howard gives instruction in theology; the State University, in law; Spring Hill, in music; and all, in German and French.

The *University of Alabama* continues to arrange the studies of its classical, scientific, and engineering courses of 4 years each, under 10 schools, each having its own head and giving attention wholly either to one specific study or to two or three closely-related ones. Appropriate combinations of these studies form a classical and a scientific course, the same for the first 2 years, and lead to the degree of A. B. Other combinations beyond the first year lead to the degree of Eng. B. Students unable to complete a regular course may take an elective one, combining the studies of at least 3 schools, and on completing the subjects taught in these may graduate in them. The degree of A. M. or of civil engineer is obtained by bachelors of arts or of engineering that pursue advanced studies in arts, science, or engineering, under the direction of the professors at the university, for a year after graduation, and reach 90 per cent. of the merit marks possible at the final examination.

*Southern University* and *Howard College* also have their studies, the former under 7, the latter under 11 schools, including a business school and one in military science. The former institution confers the degrees of graduate of a school, bachelor of civil engineering, Ph. B., Sci. B., A. B., and A. M.; the latter those of Sci. B., A. B., A. M., and C. E. Spring Hill College has a preparatory course of 1 year, followed either by a classical course of 6 years or a commercial course of 4 years. All but Spring Hill have schools of military science.

For statistics of these institutions, see Table IX of the Appendix; for summary of same, the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of this class of schools only 7 of the 12 on the list of this Bureau report for 1884-'85. Of those reporting all show primary or preparatory courses.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

*Alabama Agricultural and Mechanical College*, Auburn, offers three regular courses of four years each, in 1884-'85, each leading to the degree of Sci. B.,—the first in agriculture and chemistry, the second in mechanics and engineering, the third a general course. Besides these there appear in 1884-'85, two partial courses of two years each. The State agricultural experiment station being now a part of the institution, and the State affording aid for the equipment of the farm and scientific department, the college is in accord with the purpose for which it was founded by the Federal and State laws, which is to give a liberal and practical education to the farming and industrial classes.<sup>1</sup>

Scientific instruction is also given by the Southern and State Universities, and at Howard College, in courses of general science and engineering, each of four years.

For statistics see Table X of Appendix; for a summary of same, the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGICAL.**—The *Alabama Baptist Normal and Theological School*, Selma, presents still a three-year theological course of 32 weeks each year; the *Talladega Theological Seminary*, Talladega (Cong.), a like one of 36 weeks each year; the *Institute for Training Colored Ministers* (Southern Presbyterian), at Tuscaloosa, one of 4 years, with 44 weeks each year. At this last the attendance was 28 in 1884-'85; at Selma there was a total attendance of 148 normal and theological students; at Talladega of 365, 10 of them theological.

Some training for ministerial work is given also at Howard and Spring Hill Colleges; the former, Baptist; the latter, Roman Catholic.

**LEGAL.**—The *University of Alabama* offers instruction in international and constitutional law; in common and statute law; and in equity jurisprudence. Moot courts are held for the practical application of the student's legal acquirements. By diligent study it is said that the entire course of three terms of five months each may be completed in nine months. The degree of LL. B. is conferred only upon those who complete the entire course and pass a satisfactory final examination in the presence of the faculty.

**MEDICAL.**—The *Medical College of Alabama* in 1885 had 8 professors, 1 assistant professor, 3 lecturers, and 2 demonstrators. It recommends, but does not require, attendance on 3 annual lecture terms of 20 weeks each; will graduate on evidence of full age, good morals, 3 years of study, attendance on 2 full courses of lectures and a course in prac-

<sup>1</sup> The beginning of a "Mechanic Art Laboratory," for giving instruction in practical mechanics, was made in 1884 through an appropriation of \$5,000 of the amount given to the college for the year; this laboratory to be an auxiliary to a general industrial education, and not to teach any particular trade. The laboratory has been since completed and equipped, and other improvements made.

tical anatomy, and passing a satisfactory examination. Matriculates 75, graduates 12, alumni 364.

Graduation at this college or any other does not confer a right to practice medicine in the State. To secure this, graduates must obtain certificates of qualification from the medical examining boards of the counties in which they expect to practice; non-graduates, like certificates from the board of censors of the State Medical Association. Persons purposing to begin the study of medicine are examined as to their preparation for such study by the county boards of censors. The constant supervision of the State board is said to hold the county boards up to a high standard.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

The *Alabama Institute for the Deaf and Dumb and the Blind*, Talladega, reports for 1885 a total of 76 pupils—49 of them deaf-mutes, 27 blind—all under 8 teachers. Three teachers were for the blind pupils, 1 for a class of deaf who were under training in the utterance of oral sounds, by the provisions of a special act of the legislature of 1884-'85. An accomplished oralist from Philadelphia was in charge of this class. Music for the blind was also under charge of a special teacher. The buildings and premises of the institution are said to be in good condition, through an appropriation of \$2,000 from the legislature for necessary repairs. The accommodations would suffice for 24 more pupils; yet it appears that there are not less than 200 mute and blind children in the State who ought to be under instruction, but are not.

### EDUCATIONAL CONVENTIONS.

#### STATE TEACHERS' ASSOCIATIONS.

The Alabama State Teachers' Association for teachers of colored schools held its fourth annual meeting at Marion, May, 1885, and was in session three days. It is said to have been largely attended, most of the counties in the State being represented.

Papers were read and discussed on the following subjects: "What are the greatest needs of the public schools?" "How can we secure good English?" "How can the teacher successfully imbue the minds of the pupils with temperance principles?" "The teachers' moral influence." Prof. James Storum, president of the Virginia Normal and Collegiate Institute, at Petersburg, Va., delivered a lecture on "Our profession; what is it?" said to have been scholarly and instructive. The last evening of the session was occupied in hearing reports on the condition of the schools in the counties represented. This is said to have been the most interesting part of the programme, many of the reports being given in a very graphic manner.

The association is reported to have been admirably organized and most intelligently conducted.

The teachers of schools for whites met at Auburn, July 1, 1885, in the hall of the Agricultural and Mechanical College, to the number of 53, including 3 from Georgia and Virginia. The president of the college welcomed the association, and the State superintendent made an appropriate response. The first discussion was on the common-school system of the State, when Mr. McAdory, of McCalla, pronounced the State school law good, but not as well administered as it might be, the State appropriating too little to its schools, the money being sometimes paid out illegally, and the school officers failing to meet fully either the requirements of the law or the needs of the schools. Professor O. D. Smith held that the State erred in not depending mainly on local taxation for support of schools, merely supplementing this with a certain measure of State funds. Professor Godsey, of Blount County, thought that county institutes were doing great good, and that county teachers should be compelled to attend them. To this there was a hearty assent from several teachers and school officers. A paper of Hon. J. N. Slaughter attributed the illiteracy of the South to its warm climate and the bad influences of slavery; Dr. A. S. Andrews held that it was due to want of money for support of schools, and to the difficulty of collecting children in the sparsely settled districts, evils which time would remedy. While "The analytic and the synthetic methods of instruction" was under discussion, a youth from the State school for deaf-mutes and blind was introduced and shown to be ready in algebraic solutions of problems. A paper on "Technical education," by Mr. Calloway, held that each child should have special preparation for his specific vocation in life. One on "Industrial training" dwelt on the advantages offered for this in the Agricultural and Mechanical College of the State. "The functions of the normal school" were subsequently discussed, and the prerequisites of every normal teacher were declared to be: (1) to know what to teach, (2) to have a general knowledge of the science of teaching, and (3) to understand the best methods of teaching.

An important series of resolutions by Hon. J. N. Slaughter was presented by that gentleman for reference to the next General Assembly. They were, in substance, that in view of the great need of normal instruction for the teachers in the public schools it is recommended to the next General Assembly to enact a law for the appointment of a normal instructor in each Congressional district, such instructor (1) to receive a yearly salary and a sum not exceeding \$500 annually for contingent expenses; (2) to organize the public school teachers of his district into normal classes without reference to county lines; (3) to spend 32 weeks each year in the instruction of such classes, all the teachers being required to attend and to get from the instructor a certificate of attendance on pain of forfeiting a quarter's pay; and it was also recommended that after 2 years the present grades of teachers be abolished, and certificates of qualification be granted to each teacher only on evidence of thorough qualification.

State Superintendent Palmer was made chairman of a committee to report on these resolutions at the next annual meeting of the association, and in his State school report since published he speaks of them as being in the right direction, and as substantially coinciding with a recommendation of a former efficient State superintendent, the Hon. Joseph Hodgson.

CHIEF STATE SCHOOL OFFICER.

Hon. SOLOMON PALMER, *State superintendent of education, Montgomery.*

[First term, December 1, 1834, to December 1, 1836.]



## ARKANSAS.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)---	241,927	-----	-----	-----
Colored youth of school age -----	74,429	-----	-----	-----
Whole number of school age -----	316,356	-----	-----	-----
Whites enrolled in public schools ---	115,648	-----	-----	-----
Colored enrolled in public schools ---	37,568	-----	-----	-----
Enrollment of both races -----	a 153,216	-----	-----	-----
Average daily attendance of whites ---	-----	-----	-----	-----
Average daily attendance of colored ---	-----	-----	-----	-----
Whole average attendance -----	-----	-----	-----	-----
Per cent. of school youth enrolled --	a 48.43	-----	-----	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts recognized -----	3,377	-----	-----	-----
Number of these reporting -----	1,775	-----	-----	-----
School-houses built during the year ---	263	-----	-----	-----
Whole number of school-houses -----	1,453	-----	-----	-----
TEACHERS.				
Men teaching in public schools. -----	2,236	-----	-----	-----
Women teaching in public schools -----	663	-----	-----	-----
Whole number male and female -----	2,899	-----	-----	-----
FINANCIAL STATISTICS.				
Average monthly pay of teachers -----	-----	-----	-----	-----
Expenditure for public schools -----	b \$561,745	-----	-----	-----
Expenditure per capita of school youth. -----	1 77	-----	-----	-----
Expenditure per capita of youth enrolled. -----	3 92	-----	-----	-----
Estimated value of State school property. -----	c 921,829	-----	-----	-----
Amount of permanent State school fund. -----	170,347	-----	-----	-----

a Enrollment imperfectly presented, nearly a third of the districts failing to report in 1884.

b Eight counties not reporting.

c Nine counties not reporting.

(From figures furnished by State Superintendent W. E. Thompson for the two years indicated.)

## STATE SCHOOL SYSTEM.

## ADMINISTRATION.

The system is administered by (1) a State superintendent of public instruction; (2) a board of commissioners of the common school fund; (3) a county examiner for each county; and (4) three district directors for each school district.

District directors are to report school statistics annually to their county examiners, the examiners to the State superintendent, he to the governor, and the governor to the General Assembly. Directors failing to make this report are personally liable for any dam-

ages the district may sustain through losing the school revenues that would otherwise have been apportioned to them, while a county examiner failing to make report forfeits \$25 to the county.

The State superintendent makes semi-annually to the several counties a pro rata apportionment of the school revenue in the State treasury, on the basis of the number of persons between the ages of 6 and 21 in said counties. Teachers must keep a daily register of school statistics and report the same to their district directors at the close of each term, their last month's pay being withheld until such report is made. They must attend the county institutes held for their improvement, and may not be charged with loss of time while thus attending. There are separate schools for whites and blacks. Books for the common schools are selected by the directors of each school district from a list recommended by the State superintendent, not introducing any sectarian ones. Public schools are required to be closed while the teachers attend the public examinations and institutes held in the counties where they are teaching.

#### SCHOOL FINANCES.

The means for the support of public schools continue to be: (1) the income of the State school fund; (2) a per capita tax of \$1 on males over 21; (3) such appropriations as the legislature may set apart; and (4) optional district taxes limited to  $\frac{1}{2}$  of 1 per cent. on the valuation of taxable property in the district. If sufficient revenue cannot be raised to sustain a school for three months, the district may by vote determine that no school be taught.

#### NEW LEGISLATION.

An examination of the material at the law library of the National Capitol, Washington, shows the following legislation, March 30, 1883, not previously reported to this Bureau: (1) The directors of a school district may, at the instance of a teacher, suspend from school any pupil for gross immorality, refractory conduct, insubordination, or infectious disease; such suspension not to extend beyond the current term. (2) They may permit persons whose age exceeds 21 to attend school under such regulations as they deem proper. (3) The county court, on the petition of any person residing in a particular school district, may transfer the child, children, or wards of such person for educational purposes to an adjoining district, notifying the school officers of both districts. Such children are not to be enumerated afterward in the district from which they are transferred, but in that to which they go, and the district school tax of the transferred pupils must go to the district in which the schooling is received. Such a transfer of children to another district carries with it the right of a parent or guardian to vote on school and tax questions in the district to which their children go to school. (4) The county court is given the right to form new school districts or change the boundaries of existing ones on a petition from a majority of all the electors in the territory of the districts to be affected by such change.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Any incorporated town in this State may by vote of its citizens become a school district, with a board of six directors, two of them liable to change each year. These boards have power to do whatever pertains to the management of schools within their districts, such as purchase of school sites, erection of buildings, engagement of teachers, establishment of rules, grades of work and study, choice of a superintendent, &c.

As far as is known, Little Rock is still the only school district with a population above 7,500, though graded school systems have been established and well maintained at several minor points, such as Prescott, Bentonville, Russellville, Augusta, Batesville, Lonoke, Fort Smith, Helena, Morrilton, Ozark, Van Buren, Texarkana, and Hope.

##### LITTLE ROCK.

The course of instruction in the public schools embraces a primary department (4 grades), grammar department (5 grades), and high-school department (4 grades). Two evening schools were maintained, one apparently for boys, the other for girls. Two high schools also, one for white, the other for colored youth, have been for some years in operation. The studies in the former include English language, arithmetic, algebra, geometry, plane trigonometry, Latin, and the elements of physiology, philosophy, botany, and astronomy. The latter school had, up to 1884, graduated three classes, several of the graduates becoming successful teachers, 3 entering colleges at the North to prepare for professional life, and others getting employment under the Federal government. See Table II of Appendix for statistical information.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL STATE REQUIREMENTS.

Each county examiner must hold at the county-seat a quarterly public examination of those who propose to teach, after 20 days' notice to every district director in the county. This examination is in orthography, reading, penmanship, mental and written arithmetic, English grammar, modern geography, and United States history. If the examination is satisfactory as to moral character and qualifications to teach, 3 grades of certificates, corresponding to qualifications shown, may be given: the first valid in the county for 2 years; the second for 1 year; the third for 6 months. For life certificates, good throughout the State, the State superintendent has power to examine candidates, who must pass such examination not only in all the branches required for a county certificate, but also in 10 specified higher branches, and in the theory and practice of teaching. Without one of these 4 grades of certificates no persons may receive pay for teaching in any public school of the State. But if a license expire by limitation during school term, it does not interrupt the school nor deprive the teacher of stipulated wages.

## STATE NORMAL TRAINING.

The normal course at the State university, reported to have been discontinued in 1883-'84, is again presented in 1884-'85. The courses, as outlined, are of 2, 4, and 6 years; the first leads to a certificate of proficiency; the second to a diploma of normal graduate; the third to a degree of A. B.

The *Branch Normal College*, Pine Bluff, for colored students, reports for 1884-'85 a State appropriation of \$2,572.32; resident instructors, 5; normal students, 150 male and female; graduates of the year, 2. The full course of study is 6 years of 40 weeks each. A library of about 1,000 volumes included 27 pedagogical works. Eight educational journals were received. Drawing and music formed a part of the course, and there was some illustrative apparatus to aid in teaching chemistry and physics.

Through aid from the Peabody fund, 1883-'84, institutes were held at 23 points for white teachers and at 9 for colored, all under carefully selected instructors, who were regarded as experts in their work. For scholars from this State at the Southern Normal College, Nashville, the same fund contributed \$950 in the same year. In 1884-'85 there was allowed for scholarships at Nashville \$1,600; for teachers' institutes \$1,500, the State appropriating nothing for them.

## OTHER NORMAL TRAINING.

At *Southland College and Normal Institute*, Helena, the arrangements for instruction in the theory and practice of teaching noticed in the reports for 1882-'83 and 1883-'84, were continued in 1884-'85 under a special teacher. Students in normal class, 61, the same number as in 1883-'84; preparatory, 240; collegiate, 10.

## TEACHERS' INSTITUTES.

The State superintendent is required to hold a teachers' institute annually in each of the 11 judicial districts of the State, to be called a normal district institute. Each county examiner must personally or by deputy hold a county institute, which the teachers in the county are required to attend.

## EDUCATIONAL JOURNALS.

The *Arkansas Teacher*, edited by Superintendent J. S. Shinn, of Magnolia, began as an octavo January, 1884, and was enlarged to a quarto in July of that year; it entered its second volume January, 1885, affording much useful information as to educational movements and meetings in the State. In September, 1885, it was transferred to Little Rock.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

No information has been received by this Bureau as to whether any schools of this grade exist in the State, except in the case of Little Rock. Graded schools, as before stated, have been established in several of the progressive towns, but catalogues and courses of study from such towns, to indicate how far their teaching goes, have not yet been presented. Little Rock has 2 high schools; the Sherman, established in 1869 or 1870, graduating its first class in 1873; and the Union, established apparently in 1876 or 1877, graduating its first class in 1880. The number of pupils in higher branches in both in 1883-'84 was 145. The schedule of studies in such branches covers 4 years, sub-junior, junior, middle, and senior.



## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools of colleges, see Tables IV, VI, VII, and IX of the Appendix; and for a summary of such statistics for the State, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Arkansas Industrial University*, Fayetteville, like its congeners under the act of Congress of 1862, is primarily for instruction in such branches of study as are related to agriculture and the mechanic arts. But, as the act forbade an exclusion of other scientific and classical studies, it has "the usual course of studies prescribed in universities," formulated in a language course, an English course, and a general science course, each of 4 years, and each including more or less instruction in industrial art, with some laboratory work in the general science course. Music, vocal and instrumental, also enters into the instruction offered, and 57 pupils in this are reported, with 15 in industrial art.<sup>1</sup> In the collegiate classes were 67, in preparatory studies 241, in 1884-'85, all under 13 instructors, to whom it was proposed to add a superintendent of shops, carpentry, and joiner work. The trustees, at their meeting in July, 1885, appropriated \$4,000 for the establishment of a workshop, for fuller equipment of the laboratories, and for instruction of girls in domestic and other industrial arts.

A committee of the legislature appointed to examine the condition of the university in 1884-'85, recommended an appropriation of \$55,900 for the purposes above mentioned and for repair of buildings, which are said to have gone much to decay.

Other institutions claiming collegiate rank are *Arkansas College*, Batesville (Presbyterian), *Cane Hill College*, Boonsborough (Cumberland Presbyterian), *Little Rock University*, Little Rock (Methodist Episcopal), and *Philander Smith College*, at the same place and under essentially the same influences, but for students of every race and color, while the others are for whites. All these present apparently fair arrangements for preparatory and collegiate instruction, except Cane Hill, which in its latest catalogue (for 1883-'84) showed only 2 regular instructors for 120 pupils, primary, preparatory, and collegiate, assistants being employed only "as they are needed." If this be held a sufficient equipment for a college, it would seem that *Southland College*, Helena, might also be included in the collegiate list, as it, with normal and preparatory training, has since 1872 given collegiate instruction, and since 1876 has had a college charter, has graduated collegiate students, and for 1884-'85 reports "a full corps of competent professors and teachers for all the grades."

For statistics of the above-named colleges, except *Southland*, see Table IX of the Appendix; for those of *Southland*, Table III.

## INSTITUTIONS FOR SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The *Arkansas Industrial University* and the other collegiate institutions above mentioned are open to young women as well as to young men. Should there be any especially designed for young women only, their titles, location, and statistics will be found in Table VIII of the Appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Agricultural and engineering courses, each of 4 years, are provided for at the State university, the former leading to the degree of graduate in agriculture, the latter to that of civil engineer. Besides these there is a general science course, also of 4 years, with a considerable range of mathematical, zoological, geological, physiological, chemical, botanical, and other scientific studies.

Industrial art and military drill enter into the course of instruction, the former being optional, the latter required.

*Arkansas College*, Batesville, has a bachelor of science course, which includes one ancient language (Latin or Greek), one modern language (French or German), with history, physiology, chemistry, algebra, geometry, trigonometry, surveying, political economy, &c. A fair proportion of the students pursued studies in these lines. *Little Rock University*, Little Rock, presents also a scientific course of 3 years, mainly the same as the classical course, with Greek omitted. A scientific preparatory course of 3 years leads up to this. *Philander Smith College*, also at Little Rock, shows good pre-

<sup>1</sup> Forty-six of the pupils in music and art were enumerated in other classes also. Deducting these, with 9 discharged and 22 that failed to pass the entrance examination, the net attendance for the year was 334.

paratory and collegiate courses of 3 and 4 years, respectively, and is forging upward, showing 206 in preparatory departments and 2 in collegiate.

For statistics of these institutions, see Table X of the Appendix; for summaries of such statistics, the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—*Philander Smith College*, for white and colored students (Methodist Episcopal), reports a theological, preceded by a collegiate course. The length of this course is not given, nor is the number of students reported.

*Little Rock University*, of the same church, has a fair elective course for its proposed school of theology, only waiting for a sufficient number of students to form a class.

**LAW.**—A school of law, for several years in operation as the Little Rock Law Class, is reported now as the Law Department of Little Rock University. Its graduates receive the degree of bachelor of laws upon the recommendation of the instructors. It presents a faculty of 9 lecturers, and had in 1884 a 2-year course of 22 weeks each year.

**MEDICINE.**—The medical department of *Arkansas Industrial University*, Little Rock, reports a faculty of 15 professors and lecturers; an optional graded course of 3 years of 20 weeks each; no requirements for admission; for graduation, full age, good moral character, 3 years of study, attendance on at least 2 full lecture courses, a final examination, and a medical thesis. Matriculates of 1884-'85, 37; graduates, 8; an increase of the former and a lessening of the latter, which seems to indicate improving work.

Graduation at this or any other reputable medical school does not, since 1881, insure admission to medical or surgical practice in this State. To gain such admission there must also be the passage of an examination before 3 medical examiners in the county where the candidate wishes to practice, or, failing in this, passage of a like examination before a State board of 5, and then a registration in the office of the county clerk.

#### SPECIAL INSTRUCTION.

##### INSTRUCTION OF DEAF-MUTES.

The *Arkansas Deaf-Mute Institute*, Little Rock, is open for the free instruction of all too deaf to be otherwise educated. Age for admittance, not less than 9 years, nor more than 30. The number of inmates in 1884 was 73 (40 males and 33 females), under 6 instructors, of whom 1 was a deaf-mute and 1 a semi-mute. July 29, 1885, there were 79 reported for the year ending with that date. Instruction combines the manual and articulation methods, 23 being taught in the latter. School hours were from 8.30 to 12.30, the afternoon being devoted to instruction in printing, gardening, shoemaking, and dress-making, with sewing and general housework.

Expenditure reported for 1884-'85, \$23,100; estimated value of grounds and buildings, \$50,000.

#### EDUCATIONAL CONVENTIONS.

##### ARKANSAS STATE TEACHERS' ASSOCIATION.

The State Teachers' Association met at Searcy August 25, and adjourned on the 27th. The work of the association was declared to be the bringing of the problem of public school education before the people. With this end in view the papers read before the association were to be largely distributed throughout the State.

After the usual address by the president, O. F. Russell, the following papers were read: "How to secure competent teachers;" "Grading country schools;" "Object and scope of school examinations;" "Public schools under the law;" "County supervision;" "Professional literature;" "Professional ethics." The question of the Bible in public schools was discussed, the association holding that morality should be taught with every branch of study, and all through the course of their schools, and that it was unnecessary to use the Bible to obtain the very best results in moral training.

#### CHIEF STATE SCHOOL OFFICER.

Hon. W. E. THOMPSON, *State superintendent of public instruction, Little Rock.*

[Second term, October, 1884, to October, 1886.]

## CALIFORNIA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5-17).....	235,672	250,097	14,425	-----
Enrolled in public schools.....	179,801	184,001	4,200	-----
Per cent. of school youth enrolled.....	76.29	73.57	-----	2.72
Average number belonging.....	126,133	124,731	-----	1,402
Average daily attendance.....	124,714	116,028	-----	8,686
Per cent. of attendance to average number belonging.	98.87	93.02	-----	5.85
Per cent. of school youth in attend- ance.	52.92	46.39	-----	6.53
Attending private or church schools.	17,953	19,519	1,566	-----
Total in private and public schools..	197,754	203,520	5,766	-----
Attend no school.....	53,552	57,254	3,702	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	2,395	2,516	121	-----
Number with good accommodations.	2,123	2,236	103	-----
Number with sufficient grounds.....	2,227	2,304	77	-----
Number with well ventilated build- ings.	2,256	2,316	60	-----
Number with good furniture.....	1,616	1,731	115	-----
Number with sufficient apparatus.....	1,340	1,315	-----	25
Number of grammar schools.....	1,155	1,173	18	-----
Number of primary schools.....	2,042	2,166	124	-----
Whole number of these grades.....	3,197	3,339	142	-----
Number of higher grades.....	65	-----	-----	-----
Whole number of public schools.....	3,262	3,374	112	-----
School houses built in the year.....	96	165	69	-----
Average time of schools, in days.....	152	140	-----	12
TEACHERS.				
Men teaching in public schools.....	1,108	1,124	16	-----
Women teaching in public schools.....	2,964	3,118	154	-----
Whole number, male and female.....	4,072	4,242	170	-----
Teachers holding life diplomas.....	857	893	38	-----
Teachers with educational diplomas.	699	607	-----	92
Teachers with first-grade county cer- tificates.	1,825	2,453	633	-----
Teachers with second-grade county certificates.	1,345	1,423	78	-----
Teachers graduated from normal schools.	733	788	55	-----
FINANCIAL STATEMENT.				
Average monthly pay of men teach- ing.	\$81.33	\$79.97	-----	\$1.41
Average monthly pay of women teaching.	65.37	65.89	.52	-----
Expenditure for public schools.....	3,364,224	-----	-----	-----
Amount paid teachers.....	2,573,624	-----	-----	-----
Valuation of State school property..	7,936,620	-----	-----	-----
State school fund.....	1,975,900	-----	-----	-----

(The figures above given for 1883-'84 are from the report of Hon. William T. Welcker, State superintendent of public instruction for that year; those for 1884-'85 from a special return kindly furnished by him.)



## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The State report of public schools in California being issued biennially, and in the even years, the only information respecting them for 1884-'85 comes from the figures furnished in advance of publication by the superintendent. These show advance in a great majority of cases, but not as great as could be wished. With 14,425 more children of school age, the additional enrollment in the schools of the State system was less than one-third of that number, and with the counting in of those enrolled in private and church schools, it was still less than one-half. Besides this failure to gather in the full harvest of fresh school youth, there appears also a failure to hold steadily in school the pupils that had been enrolled, the average number belonging being less by 1,402 than in the preceding year, and the average daily attendance less by more than six times the decrease in the number belonging. With these exceptions and a few smaller ones, there are clear evidences of advance,—many more school districts, with good accommodations, with sufficient grounds, with well ventilated buildings, and with good school furniture; while of the graded schools provided for by law, not including high schools, there appears an addition of 112. The number of teachers holding life diplomas or first-grade county certificates, valid for 4 years, also very considerably increased, so that, even with a decrease of 92 in those holding educational diplomas (the next to the highest grade), there were at least 579 more teachers with evidence of qualification for excellent school work; or, including 55 more normal school graduates, an increase of 534 so qualified. And as good teachers make good schools, this gives fair promise of many more such schools.

## ADMINISTRATION.

A State board of education, of which the governor is president, has general control of public school affairs. A superintendent of public instruction is secretary and chief executive officer of this board. For local supervision there are city and county boards of education, each with a superintendent of schools, and sometimes a deputy superintendent; also a board of 3 trustees for each school district. These officers are all elective. Women are eligible.

The State schools are open to children between 6 and 21 years of age; but apportionment of school funds is on the basis of the number of children from 5 to 17 years of age in each district.<sup>1</sup>

Since 1879 the schools have been graded as primary and grammar; the State school revenues are applied exclusively to the support of schools of these grades. The studies in them include, besides the ordinary English branches, history of the United States, elements of physiology and of book-keeping, vocal music, and industrial drawing. Instruction in morals and manners is also to be given, though no sectarian doctrines may be taught. Books for the children of parents not able to furnish them may be supplied by the school trustees and boards, to be returned to the district school library after use. All children in the State from 8 to 14 years of age are required to attend the public schools at least two-thirds of each annual session, unless attending elsewhere or excused for cause. The minimum session is 6 months of 20 days each, without which none but newly organized or suffering districts may receive State school funds.

## SCHOOL FINANCES.

The free schools are sustained from the income of a State school fund, which income must be used for paying teachers; from the proceeds of an annual poll tax of not less than \$2 on each male between 21 and 60 years of age; from county taxes not to exceed 50 cents on \$100; and from optional district taxes, not to be more than 70 cents on \$100 for building, or 30 cents on \$100 for other school purposes.

## NEW LEGISLATION.

An act of February 20, 1885, requires the State board of education to compile, or cause to be compiled, for use in the common schools of the State, a series of text-books of the following description: 3 readers, 1 speller, 1 arithmetic, 1 grammar, 1 history of the United States, and 1 geography—the matter contained in the readers to consist of lessons beginning with the simplest expressions in the language, and, by a regular gradation, advancing to and including the highest style of composition in both prose and poetry.

The printing of the text-books thus provided for is to be done by the State printer, and the State board of education is to secure copyright of all the books compiled. When

<sup>1</sup> Mongolian and Indian children not under white guardians are not included in this apportionment.

any one or more of the series shall have been compiled and adopted, the State board of education is to issue an order for the uniform use of said book or books after the expiration of a year from the time of completion, or earlier if any school district should so choose. The sum of \$20,000 is appropriated for compiling the series of text-books thus provided for, and \$150,000 for the plant and material for the work. The books so prepared and published are to be furnished to the common school children of the State at cost.

March 3, 1885, the code was amended to the effect that no new district should be formed unless the parents or guardians of at least 15 census children (5-17), resident in such proposed new district and residing more than a mile from any school house, present a petition to their school superintendent, setting forth the boundaries of the new district asked for.

March 5, 1885, provision was made for the establishment of an Industrial Home of Mechanical Trades, in which blind persons may be instructed how to carry on such trades, with a view to self-support, the provision to be available for blind persons of either sex that have resided in the State a year prior to application for admission.

March 9, 1885, "An Act to promote learning and advance the public welfare" was approved, this being a new law for endowing, erecting, and maintaining in the State, universities, colleges, schools, seminaries of learning, mechanical institutes, museums, and galleries of art. March 15, there was further provision in this line.

March 12, 1885, came "An Act to regulate the practice of dentistry" in the State, through a board of 7 examiners, themselves engaged in the practice.

March 18, another Act was passed, to create a "California Home for the Care and Training of Feeble-minded Children;" such children to be from 5 to 18 years of age, and resident in the State at least a year before reception into the home.

Also on March 18, amendments to the charter of the Hastings College of the Law, putting it under control of the regents of the University of California, giving the chief justice of the supreme court of the State power to fill vacancies among the trustees and to act as president of the board of directors; also requiring that "here shall always be in said college a course of lectures on the duties of municipal officers of San Francisco, and upon legal ethics, and morality in business.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

### ADMINISTRATION.

Boards of education in cities are elected under the provisions of their city school laws. There is; consequently, no uniform rule as to the number of members, or the basis on which such membership shall rest, some having 1 for each ward, others 2; still others, a fixed number, apparently without regard to wards. A president and secretary appear in each case to be members of the board, while under it, as executive officer, is a superintendent, and in the larger cities an assistant superintendent, with subordinate officers.

Among their powers and duties are the following: to prescribe rules for their own government and the government of schools; to purchase furniture and apparatus; control school property; build school houses, if authorized by vote; employ teachers; enforce a course of study and the use of the text-books prescribed by due authority; appoint annually a school-census marshal; and make at the close of each year a report to their constituents and the State superintendent of public instruction.

### STATISTICS.

1884-'85.

Cities.	Popula- tion, cen- sus of 1880.	Children of school age.	Enroll- ment in public schools.	Average daily at- tendance.	Number of teach- ers.	Expendi- ture.
Los Angeles.....	11,183	5,584	4,148	2,808	68	\$101,246
Oakland .....	34,555	10,115	7,915	5,609	142	182,904
Sacramento .....	21,420	7,816	4,848	2,972	83	92,710
San Francisco.....	233,959	69,000	43,235	32,183	734	817,168
San José.....	12,567	3,690	2,733	1,919	41	45,877
Stockton.....	10,282					

a Includes 26 substitute teachers.

### ADDITIONAL PARTICULARS.

Los Angeles presents an increase of 493 in school youth, of 669 in public school enrollment, of 622 in average attendance, of 19 in teachers, and of \$17,405 in expenditure for



its free schools in 1884-'85; but from deficiency of means to meet the expenses growing out of this rapid growth, had to shorten its school term by opening a month later than the usual time, and was only saved (if saved) from an early closure in the spring by a generous offer of the teachers to continue their work for 2 months without pay.

The estimated value of property used for school purposes was \$248,000, of which \$4,000 was in apparatus and a library. The sittings for study numbered 3,200, the school buildings 19; the former an increase of 900, the latter of 7. In place of the music of the preceding year, drawing was taught. In private and parochial schools 759 pupils were reported.

*Oakland*, next only to San Francisco in population and importance, reports \$15,509 additional expenditure for schools, and 507 more children of school age in 1884-'85; but, from some cause unexplained, enrolled 30 fewer children in its public schools and increased by only 46 the average attendance in them, including 2 evening schools. In private and parish schools the number reported was 1,500, as in the preceding year. Music and drawing under special teachers were continued. Number of buildings, 15. Public school property (including grounds, buildings, furniture, apparatus, and libraries) was rated at \$419,450. Of the instruction in astronomy and in cookery, reported last year as projected, no information has come to hand.

*Sacramento*, the State capital, with 247 more youth of school age, and \$6,761 more to provide for the instruction of them, shows in 1884-'85 a falling off of 355 in enrollment, of 374 in average attendance, and of 5 in teachers, school buildings remaining the same in number as before reported. Two evening schools (one of them for instruction in drawing) were continued, and there were special instructors in penmanship, French, and German. School property was rated at \$220,000. No private or parochial schools are reported in the written return, which is the only source of information.

*San Francisco*, which in 1883-'84 failed to report fully its statistics, had in that year 63,020 youth of school age; enrolled in its public schools 41,942 of these, besides 7,780 in church and private schools; held 31,578 in average daily attendance under 714 teachers, and expended for school purposes \$797,452. In 1884-'85 it went beyond these figures at all points, showing 69,000 school youth; 43,263 enrolled in public schools; 32,183 in average attendance, with 734 teachers, and an expenditure of \$817,168 for the schools; an increase respectively of 5,971, 1,323, 605, 20, and \$19,716. The report shows, however, a very poor condition of many of the school houses, and great need of repairs and of new buildings. Two new ones were erected through a special appropriation of \$40,000 by the board of supervisors; and these are spoken of as "model school houses, perfect in their interior arrangements, with all the requisites for health and comfort," one of them accommodating 12 classes, the other 8.

A comparatively new feature is reported, under the title of "deportment classes," composed of children that have been wild, unruly, and even dangerous, whom an earnest and calm teacher takes in hand, to improve by quiet but firm discipline, without the use of any corporal punishment. Three such classes have been established, and all in charge of them are said to concur in declaring their influence on both pupils and schools salutary and beneficial. Some of the best results reached appear to have been in an evening school.

Another step beyond the ordinary lines was the establishment of a sewing class in the Broadway Grammar School. In it were 30 little girls from grades 5 and 6, for whom the work was cut beforehand, and each girl was made to come provided with at least a thimble, and also a card marked distinctly with her name to be pinned on articles wrought by her. With some preliminary instruction from the teacher as to the size of thread and needles, kinds of stitches, and care of hands, the prepared materials were distributed among the pupils, and when a piece was finished, another kind was given for further effort. The lesson over, each folded her work and pinned her card upon it, so that it might be readily found at the next session, as well as be examined by the teacher meanwhile, and receive the praise or counsel needed. The result was sufficiently encouraging to warrant the teacher in believing that sewing could be successfully taught in as large divisions as arithmetic, drawing, or other ordinary branches, and that one or two hours a week might be given to it with good results, parents to furnish the material, and the fourth, fifth, and sixth grades to be open for the work, engagement in it being optional with each pupil.

An experiment was made as to the possibility of securing better results in the grammar grades by having each teacher attend to but few studies, and those the most congenial and closely related ones. A year devoted to the trial of this method by one principal has convinced him, and appears to have convinced the superintendent, of the usefulness of this arrangement; and if, on another year's trial, it should fully prove its superiority to older methods, it may be generally adopted for those grades.

In the year which ended July 30, 1885, there were 35 evening classes organized in the city, enrolling 3,021 pupils, 247 of them young women; but, from want of funds and a



comparatively small attendance in 5 of the classes, pupils in these 5 were soon consolidated with other classes. Both the interest and attendance are said to have been well maintained till the close of the day schools, when only those who were expecting to be promoted or to graduate remained. At the final exercises, June 13, 35 from the first grades and 22 from the book-keeping classes received diplomas of graduation, which aroused great enthusiasm.

For the Girls' Normal School and the high schools, see "Preparation of teachers" and "Secondary instruction," further on.

San José again revised its course of study, making several changes, to take effect at the beginning of the school year 1885-'86. The chief of these was a transfer of such studies as reading, spelling, history of the United States, English grammar, and common arithmetic from the high school to the grammar grades, adding thus a year to the grammar course and reducing the high-school course to 3 years. Further changes, such as the introduction of kindergarten training and some forms of industrial education, are suggested for consideration. Drawing and music enter into the schedule of studies throughout all the grades, as before. The evening school noticed in the report for 1883-'84 was discontinued. Besides the 2,733 pupils in public schools, 616 were reported in private and church schools.

In all the cities above mentioned high schools, as well as primary and grammar schools, continued to form a part of the school systems, though, under the existing constitution, no funds are received from the State for high-school purposes.

#### KINDERGÄRTEN.

In Table III of the Appendix may be found reports of 2 schools of this class for training teachers; in Table V reports of about 30 more for elementary training in Froebellian methods, most of them in San Francisco, some in other cities of this State.

### PREPARATION AND QUALIFICATIONS OF TEACHERS.

#### GENERAL STATE REQUIREMENTS.

All applicants for employment as teachers in the public schools must be at least 18 years old, and must file with the superintendent of the county in which they wish to teach a certificate of qualifications, either from the State board of education or from the county examining board.<sup>1</sup> The certificates are for 2, 4, or 6 years, or for life, according to proven qualifications and experience. Those from the State board for life are termed diplomas.

#### STATE NORMAL SCHOOLS.

The State continues its 2 normal schools at San José and Los Angeles for the education of teachers for the public schools. Each has an elementary 2-year course, leading to a certificate for 2 years, and an advanced 3-year course, leading to a diploma and first-grade county certificate. Attendance at the former was 566 in 1884-'85, of whom 108 graduated; at the latter 231, of whom 35 graduated and were either teaching or about to teach. State appropriation to the San José school, \$40,000 for the year; to that at Los Angeles, \$15,000.

#### OTHER PREPARATION FOR TEACHING.

This consists of the following: (1) Two private training schools of Miss Marwedel and Mrs. Kate Wiggin, in San Francisco, for preparing young lady kindergartners; (2) a 1-year normal class at San Francisco, composed of graduates from the girls' high school, the number in 1884-'85 limited to 66, admitted in the order of their rank at graduation, 64 of them getting normal diplomas; (3) a 3-year normal course in the Stockton high school, reported in 1883 and supposed to be still existent; (4) instruction in normal studies and methods at Hesperian, Pacific Methodist, and Pierce Christian Colleges, and at a newly reported Sierra Normal College, Auburn. Hesperian offers to its pupils special instruction in the theory and practice of teaching without extra charge; Pierce Christian, like instruction through the collegiate year, with a normal course of a month or six weeks at the close of the session. Pacific Methodist has a special principal for its normal department, and reports 23 students in it, not otherwise connected with the college. Sierra Normal, established in 1882-'83, has preparatory and normal courses of 44 weeks each: drills in methods of teaching, school government, and school law of California are offered, and also instruction in the history and philosophy of education and in school supervision; but, though a considerable corps of students is reported, there is no indication how many of them are under specific normal training.

<sup>1</sup>A recent amendment of the constitution substantially disposes of the former city examining boards, and limits the power of examining and certifying teachers to county boards and county superintendents.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Since 1879 no State school money apportioned on the basis of school population goes toward the support of schools of a higher grade than grammar. Where high schools exist in cities, they are sustained from special local levies; but, as before stated under "City systems," they do exist in all the cities reporting to this Bureau. San Francisco has 3—one for boys, one for girls, and a commercial high school, the total attendance in the 3 reaching 1,319 in 1884-'85, of which number 325 were in the boys', 125 in the commercial, and 869 in the girls' school. Oakland reports 1 for both sexes, with 379 pupils under 9 teachers; Sacramento and San José 1 each, under 5 teachers, pupils not given. Los Angeles shows high-school rooms and teachers, but makes no return of pupils.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX; for summaries of same, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, continued in 1884-'85 its 3 regular 4-year courses in the college of letters (classical, literary, letters, and political science), leading to the degrees of A. B., Lit. B., and Ph. B., respectively, besides graduate courses leading to higher degrees. There were also, as in preceding years, courses at large, special and limited courses, with one in military science and drill that led to no degree. In the 3 first mentioned there were 151 students, 51 of them in the classical course, 52 in the literary, and 48 in that of letters and political science. Besides these there were 2 graduate students, one of them a candidate for the degree of master of arts, the other for that of master of letters, and 3 resident graduates not candidates for a degree.

For courses leading to degrees in agriculture, mechanics, mining, civil engineering, and chemistry, see "Scientific instruction" further on.

All courses are open alike to both sexes, and all the undergraduate ones except the professional (law, medicine, dentistry, and pharmacy) are free of charge for tuition to persons qualified for admission. Since 1884 graduates of approved high schools in the State have been admitted without examination on recommendation of the principal of the school from which each comes and on his certificate that the candidate has completed all the studies preparatory to the course that he desires to enter.

Besides the University, 12 institutions for young men, or for both sexes, claim collegiate rank, and in most cases prove the claim by fair courses and apparently sufficient bodies of instructors, though naturally there are considerable differences in the degree of thoroughness. The Roman Catholic colleges, which for some years were very unsatisfactory, have improved at many points, though one of them (St. Vincent's, Los Angeles) still welcomes even primary pupils,<sup>1</sup> and devolves on 2 professors most of the collegiate instruction; while St. Augustine, Benicia (Prot. Ep.), which formerly came short of full college training, now presents full and rich 4-year curricula, classical, literary, scientific, and commercial, together with military drill, and excellent moral and Christian influences that remind one of the English Rugby under Arnold's principalship.

Washington College, Washington, still remains unheard from since 1878-'79.

For statistics, location, and prevailing influence of the reporting colleges, see Table IX of the Appendix; for summaries of the same, the report of the Commissioner preceding.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the departments of the California, Southern California, and Pacific Universities, Pierce Christian, Pacific Methodist, California, and Hesperian Colleges, are open alike to both sexes; Washington College, heretofore reported among this number, not heard from. Colleges especially for the higher training of young women are: Young Ladies' Seminary, Benicia; Harmon Seminary, Berkeley; Mills Seminary<sup>2</sup> and College of Notre Dame, San José; to which, from 1884-'85, must be added Ellis College, Los Angeles, opened with full courses, good buildings, and fair promise.

<sup>1</sup> Hesperian College, Woodland, also admits primary pupils.

<sup>2</sup> Mills Seminary, which has had almost collegiate rank, developed, at the opening of 1885-'86, into a full-blown woman's college, retaining its seminary work.



For their statistics and prevailing influence, see Table VIII of the Appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *University of California* still offers 4-year scientific courses in agriculture, mechanics, mining, civil engineering, and chemistry; also graduate courses for the degrees of mechanical engineer, civil engineer, mining engineer, master of science, and doctor of philosophy, which courses, however, seem to be but little prosecuted, though graduate students desiring to pursue advanced studies for the above degrees find every facility which the libraries, laboratories, and museums of the University offer.<sup>1</sup> The general library contains 27,000 volumes, against 22,000 in 1883-'84. The museums include the State geological collections, and others of great value from all parts of the world. The laboratories are planned after careful study of the best arranged ones in this country and Europe. Of colleges outside of the University, 9 offer scientific courses of 2 to 4 years.

There is also a school of practical civil, mining, and mechanical engineering, surveying, and drawing, under private direction at San Francisco.

For statistics of those schools that have reported, see Table X of the Appendix, Parts 1 and 2.

### PROFESSIONAL.

**THEOLOGY** continued to be taught in 3-year courses at the *Pacific Theological Seminary*, Oakland (Congregational), and at the *San Francisco Theological Seminary*, San Francisco (Presbyterian). Both test by examination the qualifications of candidates for admission who do not present evidence of academic or collegiate training. The former had, in 1884-'85, under 9 instructors, 4 students, of whom 3 graduated; the latter, under 3 instructors, 4 students, of whom 1 graduated. Volumes in its library, 16,000; unbound pamphlets, 8,000.

Pierce Christian College, College City, and Hesperian College, Woodland, both "Christian," give, as before, instruction in the sacred Scriptures, Christian evidences, and other things which, to some extent, prepare for ministerial work. At the University of Southern California (Methodist Episcopal) students looking toward the ministry are offered instruction in Hebrew and in historical and systematic theology, studies which, with others prescribed by the church, they are expected to follow up after entrance on ministerial work.

**LAW.**—The University of California, in its *Hastings College of the Law*, San Francisco, shows still a 3-year course of 32 weeks each year. All the classes are trained in moot courts. Applicants for admission must be 18 years of age, of moral character, and good education and culture. To graduate, they must complete the prescribed course and pass all the examinations. Each as do, receive the degree of B. L., and are admitted to the bar of the State courts. March 18, 1885, as before stated under "New legislation," it was required by law to add to its course lectures on the duties of municipal officers in San Francisco, and upon legal ethics, and morality in business.

**MEDICINE.**—*Cooper Medical College*, San Francisco, and *Toland Medical College*, of the same city, the latter a department of the University of California, report, for 1884-'85, the former, 83 matriculates and 19 graduates, under 16 instructors; the latter, 56 matriculates and 12 graduates, under 19 instructors. Both are "regular," have ample courses: Cooper, 3 annual summer courses of 23 weeks each, and an intermediate one of 18 weeks, making substantially a 4-year course of 22 weeks each year; Toland, a graded 3-year course of 9 months each year.

Besides these, a new "regular" school appears in connection with the University of Southern California, Los Angeles, with 18 professors, a 3-year graded course of 25 weeks each year, and an intermediate one of 8 weeks in the last year. An article of the Act establishing it in 1884 says that its standard for admission shall be as high, its course as varied and thorough, and its requirements for graduation as rigid, as in the recognized first-class colleges of medicine in the United States.

The "Women's Medical College of the Pacific Coast" makes also a new appearance in the year 1883, announcing a third annual session to begin January 5, 1884, and to continue 20 weeks, the course of study graded and extending through 3 years.

All these have examinations for admission of candidates that present no other satisfactory evidence of preparation for medical studies.

<sup>1</sup> The deputy superintendent of public schools, in San Francisco, after two visits to the University in 1884-'85, arraigns these statements as to facilities, and seems to show great room for doubt as to the thoroughness of the practical instruction in scientific lines.—*Municipal Reports of San Francisco*, 1884-'85, pages 618 to 622.



*California Medical College*, Oakland (elective), with a regular winter term of 26 weeks, and an intermediate or summer term of 12 weeks, annually, recommends, but does not require, a 3-years' graded course of study. For admission to its instruction, candidates must present evidence of good character, and, if without a diploma from a high school, college, or university, must submit to an examination as to their preparation for medical study. Matriculates of 1884-'85, 26; graduates in that year, 5. Faculty, 9 professors and a demonstrator.

*Hahnemann Medical College* of San Francisco (homœopathic), with a faculty of 19, a full graded course of 3 years, covering 5 months each year, and an apparently optional intermediate term of 6 weeks yearly. has also an examination of all non-graduates applying for admission. Matriculates of 1884-'85, its second year, 17; graduates of the year, 6.

Before being admitted to practice in the State, all graduates of these or other medical schools must secure the approval of a State board of medical examiners.

**DENTISTRY.**—The *College of Dentistry* in the University of California, with 10 professors and 18 other instructors, has an annual session of 36 weeks, and a regular course of 2 years.<sup>1</sup> For admission there are fairly high requirements; for graduation, the standard of the best schools of its class. An Act to regulate the practice of dentistry in the State through a board of seven examiners, themselves engaged in the practice, was passed March 12, 1885.<sup>2</sup>

The *College of Pharmacy* in the State University, with 4 professors and 4 assistants, continues its two-years course of 24 weeks each.

For admittance the applicant must have had a good English education up to the high-school grade, or pass an examination in the common English branches. Instruction in Latin, sufficient to enable the student to read prescriptions accurately, is given. Candidates for the degree of "graduate in pharmacy" must be recommended by the faculty and the examining board to the regents of the University, who confer the degree. A woman was among the graduates of 1884.

For statistics of the above medical schools, so far as reported, see Table XIII of the Appendix; for their summary, report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### TRAINING IN ART.

The School of Design of the San Francisco Art Association reports for 1884-'85, 78 pupils in the regular classes, 22 in the Saturday class, and 17 in the life class. Officers—a director, assistant director, and teacher of life class.

Music, drawing, and painting enter into the arrangements of nearly all the colleges, both for young men and young women, and considerable numbers of the students appear to have prosecuted courses in these lines. In the public schools of the chief cities drawing has commonly a place, and it has a full and special development at Oakland.

### EDUCATION OF THE DEAF AND OF THE BLIND.

The California State Institution for the intellectual and manual improvement of these classes of unfortunates, Berkeley, continued in 1884-'85 its combination of the manual and oral systems for the deaf, with finger reading for the blind. Of the deaf, there are reported at the close of that year 133 (81 males, 52 females), making a total of 279 since the foundation of the institution; and 32 of the blind, making a total of 123 from the opening of the school. The instruction of both classes includes all branches commonly taught in common schools and seminaries, with printing, wood working, and gardening for the deaf. A few are prepared for college. A bakery and cooking school, for which \$5,000 has been appropriated, was under way and was expected to be opened in January or February of 1885. As noted under "New legislation," provision for instruction of the blind in productive occupations that would prepare for self-support was made by the legislature in March, 1885.

### EDUCATION OF THE FEEBLE-MINDED.

Under the head of "New legislation" it may be seen that imbecile youth will hereafter have provision for training in letters and industries.

### EDUCATION OF ORPHANS.

For statistics of attendance and instruction in homes for orphan children in the State, see Parts 1 and 2, Table XXII of Appendix.

<sup>1</sup> After January, 1886, the course will be 3 years.

<sup>2</sup> Laws of California, 1885, pages 110-112

## INDUSTRIAL AND REFORMATORY TRAINING.

The City and County Industrial School, San Francisco, which seems to have come under greatly improved supervision and management in January, 1885, presents a total of 406 inmates for 1884-'85, of whom 162 came over from the previous year, 171 were received during the year, 49 recalled by the school committee, 19 surrendered by parents and guardians, and 5 that had escaped were captured and returned. Of the 406 thus made up, 175 were granted indefinite leave of absence, 44 were discharged, and 7 escaped, leaving 180 remaining in the school, July 1, 1885. The average belonging in school studies, which include a fair English educational course, was 82; the average daily attendance, 73. Saturday and Sunday evenings were given to miscellaneous reading. A band leader trained in music from 14 to 16 of the inmates. The industrial element in the school included labor on the farm as well as in a tailor-shop and a shoe-shop, and by exchanging manufactured shoes for leather and findings it was hoped that the shoe-shop might be made self-sustaining.

## EDUCATION OF CHINESE YOUTH.

The full account of this work for 1883-'84 came too late for the report of that year; there were, however, in the 15 California mission schools, under control of the American Missionary Association, 1,864 pupils under 27 teachers. In 1884-'85 were reported 18 schools, with 1,457 pupils, under 33 teachers. The schools were all in the hands of devoted and efficient teachers, well located and fairly on the way to become permanent. The school at Alturas, in the northeastern part of the State, though established for the Chinese, was open to all, and the Indians in the vicinity so largely availed themselves of the privilege that they greatly outnumbered the Chinese. The mission at Stockton, the first established by the American Missionary Association in California, was closed in 1884, but reopened in 1885 with a better attendance and greater promise than before.

## EDUCATIONAL CONVENTIONS.

## PACIFIC ASSOCIATION OF COLLEGIATE ALUMNÆ.

Following the example at the East, a temporary organization of the Pacific Association of Collegiate Alumnæ was effected at San Francisco August 29, 1885. There were present graduates of Ann Arbor, Cornell, Vassar, and Berkeley. Miss Jackson of Cornell taking the chair, Miss Hamlin of Ann Arbor explained that the purpose of the association was to encourage special lines of graduate study, to maintain intellectual culture, and promote fellow feeling and co-operation among educated women from different institutions. She stated that the results already reached had been chiefly in the lines of research in local history, sanitary science, physical training of women, and health statistics in co-educational colleges. So valuable have been these last that the Bureau of Educational Statistics of Boston, Mass., has requested the use of them, and when compiled it is believed that they will materially modify the popular impression on this subject. There were found to be in the State 50 alumnæ of Berkeley, and from 15 to 20 of Ann Arbor, Vassar, Cornell, Oberlin, and Wellesley. A committee was appointed to arrange for a permanent organization.

Of the State Teachers' Association no report has come to hand.

## CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM T. WELCKER, *State superintendent of public instruction, Sacramento.*

[Term, January 8, 1883, to January 3, 1887.]

## COLORADO.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>SCHOOL POPULATION AND ATTENDANCE.</b>				
Children of school age (6-21).....	56,242	57,955	1,713	-----
Enrolled in graded State schools....	22,131	22,208	77	-----
Enrolled in ungraded State schools..	15,741	16,687	946	-----
Whole number thus enrolled.....	37,872	38,895	1,023	-----
Average daily attendance in State schools.	23,307	24,747	1,440	-----
Per cent. of enrollment to school youth.	67.34	67.12	-----	.22
Per cent of average attendance to enrollment.	61.54	63.62	2.08	-----
Per cent. of same to school youth...	41.44	42.70	1.26	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported.....	604	645	41	-----
School houses in these districts.....	525	525	-----	-----
Sittings in such school houses.....	35,662	38,482	2,820	-----
Volumes in school libraries.....	6,387	10,660	4,273	-----
Average time of schools in days.....	{ a174 b100	{ a171 b108	----- 8	3 -----
<b>TEACHERS.</b>				
Men teaching in graded State schools.	66	78	12	-----
Women teaching in such schools....	347	378	31	-----
Men teaching ungraded State schools.	262	256	-----	6
Women teaching ungraded State schools.	448	485	37	-----
Whole number employed in the year.	1,123	1,197	74	-----
Whole number employed at one time.	946	1,022	76	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men in graded schools.	\$110 15	\$108 07	-----	\$2 08
Average monthly pay of women in graded schools.	66 41	67 63	\$1 22	-----
Average monthly pay of men in ungraded schools.	51 30	54 78	3 48	-----
Average monthly pay of women in ungraded schools.	41 35	49 37	8 02	-----
General average monthly pay of men.	63 15	67 22	4 07	-----
General average monthly pay of women.	52 29	57 36	5 07	-----
Expenditure for public schools.....	809,898	934,727	124,829	-----
Valuation of State school property...	c1,076,130	2,052,100	375,970	-----
Amount of available State school fund.	114,220	133,829	19,609	-----

a Time the graded schools were taught.      b Time the ungraded schools were taught.  
c Note what is said respecting this under "State school system, general condition."

(From figures furnished by Hon. Leonidas S. Cornell, State superintendent of public instruction.)



## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The figures of the preceding statistical summary show progress at almost every point: 1,713 more children to be taught; 1,023 more brought under public school instruction; 1,440 more in average attendance; additional seats for such attendance going far beyond the actual demand for them; an increase of teachers fairly corresponding with the additional number of pupils in the schools; pay of teachers greater, on an average, except in the case of men in graded schools; while, to meet these advances, there was an expenditure for the public schools \$124,829 larger than in the preceding year.

School property, rated in 1883-'84 at \$1,676,130, went up, as may be seen, to \$2,052,100, an advance of \$375,970 on the estimated value of the preceding year. It is desired that this may be especially noticed, because, through a clerical error, the school property of the State was, on page 49 of the report from this Bureau for 1883-'84, given as "about \$125,000," which was only about the *increase* of the valuation of it in that year, as shown at the close of page XXVII in the same report. This error is the more regretted because a very competent authority says, "It is doubtful whether in any State of the Union, in proportion to its age and population, can be found a greater number of first-class school buildings or better schools than in the towns of this State."

## ADMINISTRATION.

For the administration of the public school system there are: (1) a State board of education; (2) a State superintendent of public instruction, who is a member of the board; (3) a superintendent of public schools in each county; (4) boards of directors of school districts; those of first class districts of 6 members; those of second and third class districts of 3 members. These officers are all elected by the people of the State, county, or district which they represent; the State and county superintendents for 2 years; directors, for 3 years, with annual change of one-third. Women are eligible to the district boards and may vote at elections for them.

The schools of the State system are free to all youth 6 to 21 years of age, shown by an annual census to be residents in the districts where they are in operation. None such are to be debarred from attendance in them, or subjected to special classification, because of race or color. To obtain State school funds, schools must be kept in session at least 60 days in each year. The studies to be pursued, and the text-books to be used, are determined by each district board. Sectarian instruction is forbidden; but a fair training in good morals is provided for by the requirement that all teachers in public schools shall be of unexceptional moral character, and that school boards may suspend or expel refractory pupils.<sup>1</sup> Gradation of studies is provided for up through those of high schools, which prepare pupils for the State University.

## SCHOOL FINANCES.

The means of support of public schools come: (1) from the proceeds of a State school fund; (2) a county tax of 2 to 5 mills on the dollar; (3) optional district taxes; and (4) the receipts from fines, penalties, and forfeitures, these last going to the districts or counties in which they have been incurred.

The State superintendent distributes the State funds to the county superintendents; they apportion these, with what is raised in the county, to the school districts that have maintained schools for at least 60 days under licensed teachers. This apportionment is according to the number of children of school age, as shown by the annual census.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

Districts of the first class—i. e., with more than 1,000 inhabitants—are under the administrative direction of boards of 6 directors, the members of which are liable to an annual change of 2. Each board elects a president from its own members; a secretary, who may be a member of the board; and a treasurer, who must not be a member. Every board of this class has power to make by-laws for its own government and the government of its public schools. It may employ or discharge teachers, enforce the rules and regulations of the State superintendent, fix the course of study, and determine the text-books to be used for 4-year terms. Denver and Leadville, the only cities in the State that have a population sufficient for report here, have superintendents of their public schools, elected by their respective boards.

<sup>1</sup> As to moral influences in school, see further on a resolution adopted at the close of the State Teachers' Association.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrolled in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Denver.....	35,629	9,031	5,745	3,932	115	\$176,060
Leadville a .....	14,820	2,067	1,712	943	30	49,301

a For the year ending August 31, 1884.

## ADDITIONAL PARTICULARS.

*Denver.* The city superintendent reports for 1884-'85 that for the first time in many years there has been no increase of pupils in the public schools, which he regards as an evidence of no increase in population during the year. As compared with 1883-'84, the enrollment was 278 less, while average daily attendance was nearly sustained.<sup>1</sup> The enrollment was 63.68 per cent. of school youth, and daily attendance was 43.59 per cent. Adding to the enrollment 500 in private and parochial schools, shows 69.23 per cent. of school youth in school some part of the year. The great variety of nationalities is given as accounting for the changes in population and attendance in the public schools. The enrollment for 1884-'85 was from 46 States and Territories and 18 foreign countries, the nationality of 98 being unknown. Of those enrolled, 1,054, nearly one-fifth of the whole, were children of mechanics; 631, of laborers; 473, of agents; 245, of miners; 219, of clerks; 242, of railroad employés, showing the uncertain character of about 50 per cent. of the entire enrollment.

Denver, though of recent birth, ranks high for the number and excellence of its school buildings, numbering 15, with over 5,000 sittings, all except the high school completed since 1872 at an expense of \$497,612. Present valuation not given.

The high school building was to be at once completed, and made not only a beautiful structure, but also a monument to the efficiency and worth of the public school system, and an ornament to the city to which residents may point with pride and satisfaction.

The superintendent claims that while manual education and military drill in the high and grammar schools go to improve the boys, the physical welfare of the girls should also be looked to as of more importance than mental drill; that the assignment of identical tasks for the average boy and girl of 16 is a mistake; and that a somewhat elastic and optional course for girls should obtain.

An experimental night school was held during 4 months of the winter and will probably be continued. The observance of Arbor Day was an interesting and helpful event.

*Leadville* presents no new statistics, those given in lack of later ones being for the year ending August, 1884. Of the 4 school buildings 2 are for the primary schools, 1 for the grammar, and 1 for the high, all valued, with other school property, at \$155,200. A special teacher of music was employed at \$1,000 a year. Schools were in session 180 days. The statistics reported show a remarkable enrollment of 82.83 per cent. of school youth, while the average daily attendance was only 45.62 per cent. of the same. With the addition of 280 in private and parochial schools, 96.37 per cent. of school youth were in school some part of the year. This large per cent. of enrollment over that of daily attendance is doubtless owing to the changing character of population incident to mining cities.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL STATE REQUIREMENTS.

No district board may employ any person to teach in a public school of the State unless such person have a license from the district, county, or State school officers in full force at the date of employment.

Since May 27, 1883, in districts with more than 1,000 children, the examinations of teachers to fill vacancies have been conducted by district boards, and those thus examined are not required to hold a certificate from the county superintendent while teaching in such district. In all other cases there must be a certificate from the superintendent of schools in the county where the applicant desires to teach, or a diploma from the State superintendent of education; the former is good for 6 months, 1 year, or 2 years; the latter during the life or good behavior of the holder.

<sup>1</sup>The superintendent says it was materially increased.



## NORMAL COURSES.

The *University of Colorado* offers what seems to be a thorough 4-year training in normal education to prepare teachers for the public schools. Instruction is given not only in the branches taught in the common schools, but in the theory of teaching, history and philosophy of education, and school economy. Applicants for admission must be at least 16 years of age, must declare their intention to become teachers, and must pass a satisfactory examination in the ordinary school branches. The University stands at the head of the public schools, and assures the county superintendents that the faculty will recommend only such students as, in their opinion, have made a good record.

*Colorado College*, which showed in 1883 a normal course of 4 years, has made no report of it to this Bureau since that date.

The *University of Denver* continued in 1884-'85 to offer a special course of 1 year to those of its students who wished to prepare for teaching in the public schools. This course, said to be conducted by teachers thoroughly familiar with normal methods, embraces methods of instruction in arithmetic, grammar, geography, history, school management, art of teaching, and oral training.

For statistics of these schools see Table III of the Appendix; for summaries of same, the report of Commissioner preceding.

## TEACHERS' INSTITUTES.

These are provided for whenever reasonable assurance shall be given by the superintendent of any county to the State superintendent of public instruction that at least 25 teachers in his county desire to assemble for a teachers' institute, to remain in session 2 weeks of 5 days each. When any such institute is organized, the directors of schools in the county may close their schools to allow teachers to attend the exercises, the pay of such teachers to continue while attending, as if there had been no closure.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Denver has had a high school since 1873, with division most of that time into general and classical departments, and a 4-year course for each. Both sexes are admitted. The enrollment from 1875-'76 to 1884-'85 has increased from 104 to 319, the average belonging, from 77 to 259.9; the average daily attendance, from 74 to 249.8. The school is furnished with a full line of chemical and physical apparatus, a valuable cabinet of minerals, a collection of Colorado plants and flowers, physiological charts, and maps for classical and historical work.

Leadville shows also a high school, with a building in which a principal and 3 teachers were employed; number of pupils and length of course not given.

Golden and Pueblo, reported in 1883-'84, have sent no account of their high schools.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the Appendix; for their summaries, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The *University of Colorado*, Boulder (non-sectarian), as a part of the public school system of the State, furnishes free tuition to State students of both sexes. It arranges its instruction under the departments of philosophy and arts, of medicine, normal school, conservatory of music, and preparatory school. The department of philosophy and arts includes courses leading to the degrees of A. B., Ph. B., Sci. B., and Lit. B. A full course for a degree covers 24 semesters of 5 exercises a week each. For the degrees of A. B. and Ph. B., 10 of the 24 semester courses are prescribed, while 14 are optional; for that of Sci. B., 16 are prescribed, 8 optional; for that of Lit. B., 13 are prescribed, 11 optional.

The degrees of A. M. and Sci. M. are given to those who complete a graduate course authorized by a committee of the faculty, it being required that applications for such degrees be made a year in advance.

The preparatory school prepares students for courses leading to the bachelor degree, but students graduating from high schools with a sufficient course of study may be accepted on evidence of such graduation.

The course of study covers 4 years and is in many respects equal to those of good Eastern high schools. There is a choice between a classical, a Latin scientific, and a scientific course.



*Colorado College* (non-sectarian), in its bulletin, 1885, presents preparatory, collegiate, and scientific courses, the full collegiate leading to the A. B. degree; the "Cutler literary" to a certificate of studies in English, mathematics, natural science, French, German, and Latin, with historical, ethical, and psychological training; the scientific embraces blow-pipe analysis, determinative mineralogy, assaying, chemical analysis, geology, and surveying. The Normal school of 1883 has vanished.

The *University of Denver* (Methodist Episcopal) for 1884-'85 announces, besides its "junior preparatory" school, colleges of letters and science, of music, of fine arts, of business, and of medicine, as before. A movement for endowment was in progress in that year, with apparently fair prospect of securing \$100,000 through an offer from Mrs. Bishop Warren of \$50,000, conditioned on the raising of a like amount from subscriptions. A movement to endow a woman's professorship was also on foot.

Two new Presbyterian colleges, one at Del Norte, another at Longmont, are reported on official authority, the former with 2 buildings and 34 students in preparatory classes; the latter with apparently fair prospects of eventual success.

#### COLLEGES FOR YOUNG WOMEN.

Young women are admitted, for special studies at least, to the *University of Colorado*, *State School of Mines*, *Agricultural College*, and *University of Denver*. The *College of the Sacred Heart*, near Denver (Roman Catholic), presents classical, commercial, and modern language courses, but without clear indication how far the instruction in such courses goes.

#### SCIENTIFIC AND PROFESSIONAL.

##### SCIENTIFIC.

The *University of Colorado*, Boulder, presents in 1884-'85, as before, a fair range of scientific studies in mathematics; physical, mental, and moral science; political economy; topographical drawing; surveying and engineering. The continuance of this last depended on a detail of a United States Army officer for its continuance in 1885-'86.

*Colorado Agricultural College*, Fort Collins, with preparatory, collegiate, special, and post-graduate studies, reports for the same year 96 students, 50 of them young women; a majority of the senior and post-graduate classes and 12 out of 18 special students being of this sex. The studies of the preparatory and collegiate departments are accompanied by or alternated with 2 hours' labor daily in farm, garden, orchard, shop, and laboratory; for which, with clinics in veterinary cases, there seems to be very fair provision, under 9 instructors, the course of training having a very practical look throughout. State appropriation, from a 1.5 mill tax, \$21,000.

The *Colorado State School of Mines*, Golden, retains its 3 regular courses in civil engineering, mining engineering, and metallurgy, each of 4 years, with special ores in assaying, chemical analysis, geology, mineralogy, and surveying, for students that wish to prepare for successful work in these lines. Free-hand and mechanical drawing and coloring are taught as part of this instruction, with a view to the development of such skill of hand and eye as will enable students promptly and effectively to illustrate any object by suitable sketches. A valuable museum of minerals, ores, and geological specimens, and a library of standard scientific works, with illustrative apparatus, aid in inculcating the instruction given. Faculty, 7; students in 1883-'84, 117, including 28 ladies attending lectures and drawing.

*Colorado College*, Colorado Springs, offers to miners and surveyors winter scientific courses in mineralogy, chemistry, blow-pipe analysis, and other branches relating to their occupations, as stated under "Superior instruction" preceding. Statistics of the attendance on these courses have not been received. If any should be furnished, they may be found in Part 2, Table X of the Appendix.

##### PROFESSIONAL.

**THEOLOGICAL.**—Up to 1884-'85 this Bureau had no information of any regularly organized theological seminary in the State, except at Denver, where, in connection with the Protestant Episcopal Cathedral, there is such a school, with 4 professors; students in 1884-'85, as in the previous year, 3. At the Roman Catholic Pro-Cathedral, Denver, it is believed that there is also some training for the priesthood, as the records of the vicariate of Colorado show 4 ecclesiastical students, and this cathedral seems to be the only place for training such.

**MEDICAL.**—The Medical Department of the *University of Colorado*, organized 1883, had in 1884-'85 7 professors, a 3-year graded course, with an annual session of 39 weeks; requires for admission a literary or scientific degree, or a high school diploma, or a thorough examination in the branches of a good English education, including mathematics and

natural philosophy; for graduation, 21 years of age, good moral character, and satisfactory examinations.

The Medical Department of the University of Denver reports 19 instructors; has a 3-year graded course, in annual sessions of 25 weeks; requires for admission a fair English education, with natural philosophy and rudiments of Latin, or a degree of A. B., or a diploma of a high school; for graduation, 21 years of age, good character, 3 years of study, attendance on 2 full lecture courses, practice in anatomy and chemistry for 2 sessions, proficiency in diagnosis and therapeutics by practical demonstration on the living subject, and a satisfactory examination in the 7 principal branches of medical science.

Graduates of medical colleges in the State are not allowed to practice medicine in any of its departments without a license from the State board of medical examiners.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND BLIND.

The *Colorado Mute and Blind Institute*, Colorado Springs, founded 1874, reports for 1885 an enrollment of 46 pupils (26 male and 20 female) under 7 instructors. The studies include, besides common English branches, natural philosophy, general science, and book-keeping. The employments taught are printing, carpentry, and sewing. Volumes in library, 250; value of grounds and buildings, \$45,000; State appropriation for the year, \$22,000.

#### REFORMATORY AND INDUSTRIAL TRAINING.

As the reports from this State are biennial, information from the State Industrial School, Golden, cannot at present extend beyond 1883-'84, when, in the report from this Bureau, it was stated that of 196 received since the opening of the school, 123 had been apprenticed or discharged, leaving 73 remaining, November 1, 1884. Of those discharged, 75 had been returned to homes in Colorado, 19 to homes in other States and Territories, 1 eloped, and 28 had been apprenticed to farming, housework, and other occupations.

#### INSTRUCTION IN MUSIC AND ART.

The *Conservatory of Music* in the University of Colorado offers courses in parlor, church, and orchestral music, oratorio chorus, and brass and reed instruments, requiring 3 years' study to complete a full course, which time may be reduced by unusual ability.

The *College of Music* in the University of Denver, while it concentrates its energy on the study of the piano and voice, also furnishes facilities for the study of the violin, flute, and guitar. A course of 2 years leads to the degree of bachelor of music.

The *School of Art* of the same University claims to be fairly complete in its collections of casts, materials, and facilities for art training, taking the technical work done in the Maryland Institute School of Art and Design, Baltimore, as its model. In addition there are two recitations a day in related branches, including modern languages, mathematics, natural science, and belles-lettres.

### EDUCATIONAL CONVENTION.

#### COLORADO STATE TEACHERS' ASSOCIATION.

The Colorado State Teachers' Association held its tenth annual meeting at Denver, December 29-31, 1884. The meeting is said to have been characterized by an unusually large attendance, by the length and ability of the papers submitted, and by the unanimity of the proceedings. President David K. Boyd, of Greeley, called the meeting to order, and Rev. R. W. Reed, D. D., of Denver, gave a lecture on "Poetic justice," followed by an address from the president on "The cultivation of the esthetic imagination." Miss Harriet Scott, of Pueblo High School, then read a paper on "Unmarked results." Much of the true teachers' work, she said, does not give direct results, but purposes are fixed, motives invigorated, and the whole child is so touched that in after years the results become apparent. In a paper on "Scientific temperance instruction in schools," A. B. Copeland, of Greeley, stated that temperance people begin to see that the moral aspect of the temperance question must be supplemented by scientific and economic facts. He held that the miseries growing out of intemperance often result from ignorance of the effects of alcoholic drinks. These effects should be demonstrated to youth on the authority of scientific men.

Miss A. B. Witter, in a paper on the "Philosophy of teaching," expressed the thought that results were not adequate to the outlay and opportunities enjoyed by youth. Teachers know too little of the vital principles of their work; methods are too superficial and disconnected; we try to do too much, and fail to awaken enthusiasm for study. State Superintendent Jos. C. Shattuck followed with the question, "What lack we

yet?" in which he claimed that on account of the spontaneous growth of the school system, its cordial support, the perfection of our system of instruction, the zeal and ability of our educational workers, and the loyal public sentiment in behalf of free schools, we really lack nothing in particular, and only need to continue what we have begun, bringing each part of our system to a higher perfection. Dr. H. F. Wegener urged the use of "The microscope in school rooms" as a means at once of interest and of instruction, bringing vividly to view a world of wonders of which children usually know almost nothing, yet a world of intense interest when shown.

Charles A. McMurray, of Denver, then read a paper on "Theory as related to practice in teaching," said to have been an able production. Mrs. F. C. Houghan, of the Gilpin School, Denver, urged the introduction of "school libraries," as to which she related her experience in interesting her school, and in making a collection of suitable books for youth and children to read. She claimed that it is folly to teach children not to read light and immoral literature, and yet not put into their hands anything better.

"School reading" and "Mistakes in school management" were discussed, and many important suggestions made as to both topics. Superintendent Gove, of Denver, then made some admirable remarks on "The teacher out of school," which were followed by a concluding lecture from President E. C. Hewitt, of Normal, Ill., on "The development of character," said to have been worthy of the occasion and the man.

Having thus far concerned itself only with elementary education, the association proposed to advance to the higher departments, and a college and high school section was organized, to which hereafter a half-day will be given.

Among other resolutions, the following one was adopted:

*Resolved*, That it is the decided sense of this association that the true aim of education is to develop character; that the cultivation of the heart should never be subordinated to that of the head, nor that of the intellect to the training of the conscience; and that in the realization of this aim we recognize as the most potent factor a true Christian morality, embodied in the character of the living teacher, and pervading and guiding all the work of the school room."

#### CHIEF SCHOOL OFFICER.

Hon. LEONIDAS S. CORNELL, *State superintendent of public instruction, Denver.*

[Second term, with an interval, January, 1885, to January, 1887.]



## CONNECTICUT.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4-16)-----	150,601	151,069	468	-----
Different scholars in public schools--	123,280	125,718	2,438	-----
Average attendance in winter-----	80,075	82,654	2,579	-----
Average attendance in summer-----	74,787	75,450	663	-----
Per cent. of school youth enrolled....	81.86	83.22	1.36	-----
Per cent. of school youth attending in winter.	53.17	54.71	1.54	-----
Per cent. of school youth attending in summer.	49.66	49.94	.28	-----
Children in other than public schools..	14,580	14,480	-----	100
Number in schools of all kinds-----	137,860	140,198	2,338	-----
Per cent. of this to school youth....	91.54	92.80	1.26	-----
Children of school age in no school--	20,199	19,837	-----	362
SCHOOL DISTRICTS AND SCHOOLS.				
Towns in the State-----	167	167	-----	-----
School districts in these-----	1,447	1,441	-----	6
Number of public schools-----	1,639	1,633	-----	6
Departments in these-----	2,779	2,837	58	-----
Number of graded schools-----	338	339	1	-----
Number of evening schools-----	23	29	6	-----
Number of school sittings-----	124,019	126,266	2,247	-----
School-houses built in the year-----	22	19	-----	3
Number in the State-----	1,657	1,658	1	-----
Number in poor condition-----	177	167	-----	10
Average time of schools, in days-----	179.55	179.18	-----	.37
TEACHERS.				
Men teaching in winter-----	562	546	-----	16
Women teaching in winter-----	2,347	2,442	95	-----
Men teaching in summer-----	307	346	39	-----
Women teaching in summer-----	2,596	2,625	29	-----
Teachers continued in the same school--	2,347	2,463	116	-----
Teachers serving for first time-----	485	395	-----	90
FINANCIAL STATEMENT.				
Average monthly pay of men teach- ing.	\$69 17	\$69 16	-----	\$0 01
Average monthly pay of women-----	37 21	37 64	\$0 43	-----
Expenditure for public schools-----	1,777,277	1,852,221	74,944	-----
Cost of superintendence of same-----	27,890	29,077	1,187	-----
School district indebtedness-----	1,197,732	1,132,571	-----	65,161
Valuation of public school property--	5,257,756	5,456,694	198,938	-----
Amount of available school fund-----	2,017,159	2,030,124	12,965	-----

(From report of Hon. Charles D. Hine, secretary of State board of education, for the school years ending August 31, 1884 and 1885.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

As respects school population and attendance the preceding table indicates encouraging advance. A comparatively small increase in children of school age was not only met, but greatly more than met, by an advance of upward of 5 times that increase in enrollment in the public schools, while children in no school diminished, as may be seen, by 362. School sittings were also well up to the public-school attendance, 19 new school-houses having been built within the year and 2,247 more sittings having been secured. Teachers serving continuously in the same school were considerably more numerous.

A table appended to the report of the secretary of the State board of education for 1884-'85 shows that in the ten years closing with that report there had been an increase of 16,093 in the number of children entitled to instruction in the public schools, of 6,229 in different scholars registered in such schools, of 11,564 in the number attending private and public schools (besides 5,335 in other schools), of 695 in teachers continuously employed, of \$109,637 in the total pay of teachers, and of \$142,526 in the whole receipts for the State schools.

With all this advance, however, it is admitted by the superintendent, and decisively declared by the State board of education, that the people are not getting from the schools all they ought to get for the expenditure upon them; that many teachers do not know enough either of the instruction to be given or of the best methods of imparting it; that many school-houses are unfit for use and insufficiently equipped with appliances for teaching; that there is, for these reasons, too little first-rate teaching and much that is very, very poor; and that, consequently, there is need of a better organization of the school system by transferring the powers of district meetings to town meetings, and by uniting the powers of school visitors and district committees in the hands of a town committee. A unity of systems of instruction, it is thought, would be to some extent secured by this, with more skillful supervision, better appliances, and eventually far superior teaching, longer school sessions, and yet, probably, a lessened cost.

## ADMINISTRATION.

The State still has a board of education of 6 members, two of them chief State officers, for general oversight of the free-school system; employs a secretary of this board for visitation, supervision, and report of schools; and gives him the assistance of a clerk for office duties, as also of an experienced agent for enforcement of the laws relating to compulsory school attendance.

Towns—answering to townships in most States—have each a board of school visitors of 3, 6, or 9 members; school districts representing former "school societies," boards of education of 6 or 9 members; ordinary school districts into which towns have been divided, school committees of 3 members. These officers are liable to a change of one-third each year, except boards of only 3 school visitors, who hold in a body for 3 years.

The minimum session of the free schools is 3<sup>1</sup>/<sub>2</sub> weeks yearly in districts with 100<sup>1</sup> or more youth 4 to 16 years of age; 30 weeks in those with 24 to 99 such youth; and 24 weeks in districts with still smaller numbers.

Well children 8 to 16<sup>2</sup> years of age are now required to attend some public day school, or receive elsewhere regular and continuous instruction in public-school studies while the schools of their districts are in session,<sup>3</sup> unless excused by the school authorities. Children under 14 who have attended school 12 weeks during the preceding 12 months, and children over 14, are not now subject to this requirement while properly employed to labor; but all except these come under the rule, and any person having control of a child and not complying with the law is subject to a fine of \$5 or less for each week's failure to do so, not to exceed \$60 a year. Selectmen and truant officers are to look after the enforcement of these laws and to fine obstinate offenders for violation of them. Habitual truants may also be sent to a house of correction.

Besides the elementary education thus required and enforced, there is provision for high school work, for instruction of teachers in a State normal school, and for aids to school training from town libraries and illustrative apparatus. There is also, since 1884, provision for instruction in manual arts, which has been availed of at least in New Haven, and for instruction in vocal and instrumental music, if a town vote for it at an annual business meeting.

The admission of children of school age to public schools is not allowed to be affected by race or color.

<sup>1</sup> Changed, 1884, from 110 to 100.

<sup>2</sup> Formerly 8 to 14.

<sup>3</sup> This is an extension of the former 12 weeks to 24 or more.

## SCHOOL FINANCES.

By a tax of  $1\frac{1}{4}$  mills on a dollar the State raises sufficient money annually to enable it to apportion, every February, in addition to the allowance from the school fund, \$1.50 for each child 4-16 years of age in towns the school visitors of which certify that the schools have been kept open the full period required by law, under teachers duly examined and approved. The income from town deposit funds, or other funds that have been dedicated to public school instruction, go with the State school fund to increase the amounts that may be voted by towns, at their annual meetings, for the support of public schools. But the State allowance and the specially voted town funds can only be availed of by districts that have suitable school-houses and outbuildings, and that have made to the school visitors the required reports.

## NEW LEGISLATION.

Besides the law noticed in the report from this Bureau for 1883-'84, authorizing the State board of education to examine applicants for teachers' certificates good throughout the State, there appear in the acts of 1884, at the lawlibrary at the Capitol in Washington, the following special laws: (1) one appropriating \$10,000 to the State Reform School, for the completion and furnishing of two additional cottage buildings; (2) one appropriating \$5,000 to the Storrs Agricultural School; (3) and one appropriating \$15,000 for the Industrial School for Girls.

## SYSTEMS OF CITIES AND TOWNS WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

The school visitors of towns prescribe rules for the management, studies, discipline, and classification of the schools of their respective towns, the choice of text books, and the examination of teachers. They assign the duty of visiting the schools to one or more Acting School Visitors of their own number, who are required to make an annual report to the board. Cities, in at least some cases, administer their school affairs through boards of education, with a superintendent as executive officer. Examples of this appear at Bridgeport, Middletown, and New Haven, and to some extent also at New Britain and Norwich.

## STATISTICS.

1884-'85. *a*

Cities and towns.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Teachers employed.	Expendi- ture for free schools.
Bridgeport .....	29,148	8,289	6,470	4,748	112	\$95,032
Danbury .....	11,666	3,260	2,608	1,872	52	23,318
Derby .....	11,650	3,670	3,221	2,136	60	43,967
Greenwich .....	7,892	1,890	1,488	831	31	19,366
Hartford .....	42,551	9,775	7,896	4,805	158	210,567
Meriden .....	18,840	5,019	3,800	2,432	69	135,672
Middletown .....	11,732	2,591	2,113	1,290	46	29,436
New Britain .....	13,979	3,817	2,184	1,458	45	30,290
New Haven .....	61,388	16,782	14,067	9,623	279	225,715
New London .....	10,537	2,100	2,054	1,377	42	25,038
Norwalk .....	13,956	3,208	2,748	1,512	43	42,507
Norwich .....	21,143	5,288	3,897	2,617	94	60,135
Stamford .....	11,297	2,823	1,914	1,233	41	28,563
Waterbury .....	20,270	6,053	4,898	3,490	86	87,301
Windham .....	8,264	2,094	1,197	706	29	27,072

*a* The statistics of Meriden, New Britain, New Haven, and Norwalk are from special returns to this Bureau; those of other places from the tables in the State report for 1884-'85, the average attendance given for these other places being half the total of the average for winter and summer. The figures for New Haven include only the city proper.

## ADDITIONAL PARTICULARS.

*Bridgeport* in 1884-'85 increased by only 97 its youth of school age, yet enrolled in its city schools 495 more than in the previous year, and had an average attendance of 314 more, under 6 additional teachers, leaving still, however, 1,409 in no school, and 535 in private schools. Two new school buildings of excellent appearance and arrangement were built, accommodating about 450 pupils each, with nearly the same conveniences and facilities for school work as the admirable high school reported in 1883-'84. Yet



with this great improvement in school accommodation the average cost per pupil for the year, based on average attendance, was only \$15.82. The city training school and evening drawing school were continued.

*Danbury*, with 114 more school youth, enrolled 121 more in public schools, had 97 more in average attendance under 4 more teachers, with an expenditure of \$1,547 less. In private schools there were 78 reported; in no school, 650.

*Derby* added 89 to its school youth, 59 to the enrollment of the previous year, 106 to its average attendance, and 3 to the number of its teachers; expenses were \$12,800 below the reported expenditure of 1883-'84. Under private tuition were 46 pupils; in no school, 646.

*Greenwich*, from some cause unexplained, declined by 103 in school population, 306 in enrollment, and 16 in average attendance, yet more than held its former rank in expenditure for schools. Private and church schools enrolled 162 pupils, while 374 did not attend school.

*Hartford* shows a falling off of 322 in enumerated youth, of 122 in such youth enrolled in public schools, yet more than held its own in average attendance; diminished somewhat the number of teachers, and by \$15,237 the expenditure for schools; this last probably through completion of such expenditure for its new and excellent high school building. The State board of education, however, calls attention to the fact that through Hartford's retention of the district system, instead of a city system proper, its expense per pupil is \$10.34 more than that of New Haven, where the arrangements for instruction and the character and thoroughness of that instruction are generally held to be of higher grade. Beside the public school enrollment, there appear 2,000 in private and church schools and 1,200 in no school.

*Meriden*, in a special return, presents figures differing somewhat from those in the State report, the former indicating 130 more children than in the previous year, 333 more enrolled in the town schools, 174 more in average attendance, and \$74,276 more spent for the schools; this last largely from the erection and furnishing of an elegant and substantial high school building that looks as if it might endure for centuries if duly cared for. It reports also monthly meetings of the teachers, with lectures or familiar talks on methods of teaching, followed by discussions in which all present may partake. For other exercises of this kind see "Normal training", further on. In addition to the enrollment in public schools, 940 were reported in church and private schools, and 557 in no school.

*Middletown*, with 46 fewer school youth, enrolled in public schools 37 more than in the previous year, but had 18 less in average attendance, while in private and church schools were 456, and in no school 320. Whether the inmates of the Connecticut Industrial School for Girls, Middletown, are included among those in private and church schools, does not appear, but is possible, as this school, though aided by the State, is governed by a benevolent association.

*New Britain*, in a return, reports 52<sup>1</sup> fewer children but 48 more enrolled in public schools, average attendance less by 13, and expenditure by \$4,067. In private or church schools 1,300 were reported; in no school, 430; in evening schools, 295. In the model schools connected with the State Normal School 40 children, under 3 regular teachers, were at once receiving instruction and giving candidates for teachership an opportunity to improve their methods of training. The evening schools were devoted to the rudimentary branches for such as could not attend the day schools, and were open from early in November till the second week in March. Teachers' meetings were held throughout the year, sometimes for the full corps, sometimes in divisions, with good attendance.

*New Haven*, in a return, presents an advance of 502<sup>2</sup> in school youth, of 747 in enrollment in public schools, of 74 in average attendance, and yet a decline of \$30,184 in expenditure for school purposes, though 16 more teachers were employed. Private and church schools had an enrollment of 2,031 pupils, while out of school were 3,609. Special efforts appear to have been made during the year to improve the spelling and reading of at least the younger pupils through steady drill in the spelling of words with which each child was familiar, till correct spelling became mechanical, and through a like drill in easy reading from fresh and racy reading matter—not committed to memory, but read till a habit of scanning a sentence rather than a mere word was acquired—and then letting each tell, in his own way, the fact or story he had been dwelling on. It is said that where principals have given this matter constant personal attention great progress has been made, but that where teachers have been too eager for quick results, and have pushed pupils into reading books too hard for them, there have naturally been failures.

The manual training noticed in 1883-'84 was continued and extended, improved arrangements bringing in a larger number for instruction, so that 48 boys had the advantage of this training every week during the school term, while 118 in all had the opportunity of working 2 months or more, with apparently great advantage. A class of 40 to

<sup>1</sup> The town report says 62.

<sup>2</sup> The State report gives 929.

50 girls met also once a week, under a lady teacher, for instruction in sewing, knitting, crocheting, embroidery, and other work in such lines. Classes were formed, too, for wood carving, repoussé work, and modeling. Evening schools had an attendance of 434, with an average of 181 under 10 teachers.

*New London*, with 150 more children to be taught, seems to have gathered only 65 more than in 1883-'84 into its public schools, though average attendance was somewhat better in proportion than the enrollment. In private schools 91 pupils were reported; in no school, 208. Of these last 35 were of the age for compulsory attendance. The 150 gain in school youth above noted came after a loss of 101 in the preceding ten years, and seems to indicate a decided turn in the tide.

*Norwalk*, in a return, indicates a loss of 19 in enumerated youth and of 18 in average attendance, this last notwithstanding an advance of 436 in pupils enrolled and of 5 in teachers. Expenditure for schools was, according to the return, \$11,828 greater than in 1883-'84. Church and private schools had 417 pupils additional to those in the public schools, while 393 were reported as in no school, 34 of them of the age for required attendance.

*Norwich* had 299 more youth of school age, and enrolled in its public schools 201 more than in 1883-'84, while the average attendance was only increased by 13. In other than public schools 465 were reported; in no school, 830.

*Stamford*, with a much smaller population than *Norwich*, went considerably beyond it in private and church-school attendance, while there were 553 of its children in no school. Its public schools enrolled 57 fewer pupils than in the year before, but had an increase of 59 in average attendance, of 4 in teachers employed, and of \$3,434 in expenditure for school purposes.

*Waterbury* increased its school youth by 179, and its enrollment in public schools by 290.

*Windham*, with 70 fewer youths to be instructed, considerably increased its expenditure for schools, but drew only 7 more pupils into them, and lost more than four times that gain in average attendance, 557 being gathered in church and private schools, while there were 277 in no school.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

The school visitors in each town examine, as a board or by a committee, persons that desire to teach in the public schools of the town. To such as prove their good character and capacity to teach reading, writing, arithmetic, grammar, geography, and history (with drawing, if required), the examiners give certificates to that effect. These authorize the holders either to teach in any district of the town so long as desired without further examination, unless specially ordered, or to teach in any such district during the next school term, or to teach in a certain specified district for that term. Persons found qualified to teach other and higher branches than those above mentioned are to have their qualifications indicated in the certificates given them.

Since 1884 the State board of education has had power to examine, in such branches and on such terms as it may prescribe, persons that seek certificates good throughout the State; to grant such certificates to those who prove their qualifications for them, and to revoke these certificates in case of need. It is still optional with town boards whether to accept the State board certificates in lieu of their own; but such acceptance will probably soon be general. The certificates given are of two grades, primary and advanced; the former for such candidates as pass in the studies mentioned above; the latter for such as pass also in algebra, geometry, book-keeping, physiology, physics, physical geography, and civil government. Successful candidates for the primary grade certificate, who have passed in studies more advanced than those required of them, may have the fact noted in their certificates. Both grades are valid only for a year, but are renewable on evidence of good work done.

### STATE NORMAL SCHOOL.

The *Connecticut Normal and Training School*, New Britain, is the only one established by the State for training teachers in the art of instructing and governing the pupils of the public schools. Originally meant to be for both sexes equally, it has gradually come to be almost wholly filled with young women. Applicants for admission must be at least 16 years of age; must intend to teach in the State public schools, and must present certificates of good character from the school visitors of the town in which a residence is claimed, besides passing a satisfactory examination in 7 prescribed studies.<sup>1</sup> The course after admission is largely in academic studies for one year, and for another year embraces, with these, the theory and practice of the art of teaching. A practice school was opened in 1883, and was enlarged in January, 1884; in April of the latter year a

<sup>1</sup> Graduates of approved high schools are excused from this examination.



kindergarten class was added. Later information shows 3 model schools in operation in 1885. These greatly aid in illustrating proper methods of teaching and governing. A diploma is granted to students that complete the course.

The statistics of 1884-'85 show a total of 244 students, including a class of 25 graduated in June of that year. Teachers 14, including the principal.

#### OTHER NORMAL TRAINING.

At Bridgeport the teachers have been wont to meet for consultation and interchange of ideas as to the best methods of teaching and school management. In 1884-'85 there are presented in the State report such meetings with like exercises, including lectures and familiar talks, at Colchester, Bristol, Meriden, New Britain, Norwich, and Windham.

New Haven has a well organized training school for instructing in the same lines as at Bridgeport the graduates of its high school and others of acknowledged merit. For such instruction there has been, since 1883, a special building.

#### INSTITUTES.

Although teachers' institutes are not explicitly provided for by name, they are substantially required by a clause in the school law, which says that the board of education shall seek to improve the methods and promote the efficiency of teaching, by holding, at convenient places in the State, meetings of teachers and school officers, for the purpose of instructing in the best modes of administering, governing, and teaching public schools. There are indications in the State reports of such meetings being held, 17 in 1883-'84, with an attendance of 160 school officers, 956 teachers, and 2,646 other persons; 147 in 1884-'85, with 166 school officers, 874 teachers, and 2,273 other persons attending.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

Besides the elementary free schools required by law, any town may establish and maintain schools of a higher grade, purchase and hold property and buildings for them, levy taxes for school purposes and for support of the schools, and have a special school committee for their management. The powers of such a committee, however, do not vacate those of the town school visitors.

The number of such schools reported in 1882-'83 was 24; in 1883-'84 only 18; in 1884-'85, 21. Whether the apparent decrease is due to imperfection of reports or to a closure of some schools, does not appear. In 1883 a bill requiring towns with more than 400 families to maintain a high school was considered and continued till the next session. No note of its passage appears in the State report for 1884-'85.

##### OTHER SECONDARY SCHOOLS.

For the titles, location, and statistics of business colleges, private academies, and preparatory schools reported, see Tables IV, VI, and VII of the Appendix; for summaries of their statistics, the corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The colleges of the State in 1884-'85 were in number and titles as before reported: Trinity, at Hartford (Protestant Episcopal), Wesleyan, at Middletown (Methodist Episcopal), and Yale, at New Haven (non-sectarian).

*Trinity*, in its catalogue for 1884-'85, gives a brief history of itself, which shows that, chartered as Washington College in 1823, and established at Hartford because of large subscriptions from that city, it began its collegiate work there in the autumn of the same year, and held its first graduating exercises in 1827. In 1845 its title was changed from Washington to Trinity, to indicate more fully that it was meant to be a Christian college. In 1872 it sold its grounds in Hartford to the city as a site for a new State capitol, and purchased much more extensive ones, of 80 acres, on the heights just inside the city limits to the south. In this excellent location new buildings were begun in 1875, on a plan presented by a celebrated English architect, and as much of the intended noble structure as was needed for the time was finished and occupied in 1878. In 1883 an additional building, going toward the completion of the plan, was erected with funds furnished by a liberal friend. Others will be added as needs and means for them arise, till the whole imposing pile proposed shall be complete.

For 1885-'86 the college presents three courses additional to the four-year classical one



to which it has long held; one in letters and science, one in science, and one in letters, each with somewhat lighter requirements for admission than the older course.

*Wesleyan* presents, for 1884-'85, essentially the same elements as before in its classical, Latin-scientific, and scientific courses, but gives in much fuller detail a statement of what is expected or required in each. In either of the courses there is a considerable number of elective studies; but each student is required to attend at least 16 recitations weekly, besides the rhetorical exercises assigned to the respective classes, and studies once selected, with the approval of the faculty, must be carried through the year. Very fair additions appear to have been made to the means of illustration in the natural science studies. Young women are still admitted on the same terms and for the same studies as young men, and 2 more such appear in the catalogue, making 20 females among the 262 students enrolled, of which enrollment 6 were special students and 3 were graduates pursuing advanced studies. The faculty, including the president, numbered 3 more than in the preceding year, but instead of additional receipts to meet this increase of teaching force, there was a shortage.

*Yale* lost in 1884-'85 two experienced and faithful professors, Lewis R. Packard, Ph. D., of the chair of Greek, and Benjamin Silliman, M. D., LL. D., of the chair of chemistry; the former, an accurate and painstaking scholar; the latter, a scientist of high repute throughout Europe and America. Dr. S. Wells Williams, the venerable professor of the Chinese language and literature, and also Professor Northrop, of rhetoric and English literature, seem likewise to have dropped away. But in place of Professor Northrop appear a professor of English literature, without the rhetoric, and two prominent lecturers on the same great topic, one of them Donald G. Mitchell, LL. D. Other changes, chiefly additions to the teaching force, appear in the list of faculty and instructors, among them a professor of dynamical engineering, one of physics, and an astronomer in charge of the thermometric bureau of the observatory, the full body of teachers being 113 against 109 in the preceding year.

The whole undergraduate academical course was also rearranged and greatly freshened, and many new elective studies were introduced for the junior and senior years, making no less than 78 in all. And this, it is pleasant to see, was not because the faculty sought to press more work upon the students, but because it was found that the students themselves were voluntarily taking more, many who were responsible for only 15 exercises a week having undertaken 20 and even 25, and prosecuted them with diligence. To foster this spirit of progress, a system of honors has been devised for giving clear tokens of approval to such students as, not neglecting their regular work in the last 2 years of the course, shall prove an extra proficiency in certain indicated studies of the earlier years as well.

The degrees of Ph. D. and A. M., since June, 1874, have been given here not as honoraria, but after two years of graduate study,<sup>1</sup> the efficiency of which is proven by examination.

Additions of 8,120 volumes to the library and of \$179,570 to the endowment funds were made during the year, \$75,000 of the latter subject to the usual delays of settlement.

The total attendance of students in all departments for 1884-'85 was 1,086; professors and instructors in all, 113.

#### INSTITUTIONS FOR SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The situation as to this class of collegiate students and instruction remains substantially unchanged. *Wesleyan University* still admits women to full collegiate privileges, and *Yale* admits them to its School of the Fine Arts. In the former, as above stated, were 20 in 1884-'85; in the latter 32 out of a total of 40.

For other schools that claim to be substantially for collegiate training of young women, see Table VIII of the Appendix; for a summary of their statistics, a like table in the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

*Trinity College*, Hartford, as before said, added in 1884-'85 a course in letters and science and a course in science to its long-held classical collegiate course; the former, with somewhat lower preliminary requirements; the latter, with fairly full ones in the line of scientific and English studies. Both courses are of 4 years. Statistics of attendance on these courses are not yet available.

*Wesleyan* retained its Latin-scientific and scientific courses, with additional instructors and apparently additional studies in them both.

*Yale*, in its revised classical collegiate course, retains a considerable proportion of such

<sup>1</sup>In the second case it may be after a year of systematic study at the college under direction of the faculty, followed by a successful examination for students of two years' standing.

scientific studies as mathematics, astronomy, geology, mechanics, and physics. In its *Sheffield Scientific School* the trend is still more toward studies of this class, physics, chemistry, geometry, trigonometry, civil and dynamic engineering, agriculture, astronomy, biology, and geology prevailing in its courses, with large substitution of French and German for Latin and Greek. These *Sheffield* courses cover 3 years, the first of them being the same for all; the last 2 branching out into various specialties. A course in drawing extends through the 3 years. For entrance on these courses there is a thorough preliminary examination in English, Latin, arithmetic, algebra, geometry, and trigonometry. On completion of the 3-year courses, the degree of Ph. B. is conferred on such students as pass the final examination; that of civil or dynamic engineer on such Ph. B.'s as have taken a first degree in engineering studies, pursued a 2-year higher course, and sustained a final examination, giving evidence of ability to design important constructions, with drawings and calculations. The degree of Ph. D. comes to those who have taken a bachelor's degree, have studied in the graduate department for not less than 2 years, have passed a satisfactory final examination, and have presented a thesis giving evidence of high attainment in the branches pursued.

The *Storrs Agricultural School*, Mansfield, which aims to give a scientific knowledge of agriculture, with a practical training in its processes, continued in 1884-'85 its instruction in these lines for boys of good character 15 years of age and upward, whose parents are citizens of the State. The full course, which must be prepared for by an elementary education, covers 2 years of 35 weeks each, about half the time of each week-day being spent in studies relating to farming; the other half, in good weather, devoted to the actual pursuits of farm-work in field, orchard, dairy, care and use of stock. For statistics, see Table X of the Appendix.

A "*Meriden Scientific Association*," organized in 1880 with 11 members, presents at the close of its fourth year a membership of 117, with evidence of well-arranged and apparently very useful work, mainly in natural science. The list of subjects treated at the monthly meetings in 1884 indicates careful study in practical lines, and gives promise of becoming a considerable educational force in the community in which it operates. Its fields of research are geology and paleontology, astronomy, archæology and ethnology, anthropology, biology, microscopy, botany, zoology, geography, chemistry, mechanics, technology, electrical science, entomology, ichthyology, and conchology. Each of these lines of study has a director, and chemistry has 2 such. Miss Emily J. Leonard, botanist of the association, a lady of evidently high acquirements in various lines, was lost by death July 16, 1884, in her 47th year, leaving, as one specimen of her scientific work in botany alone, a catalogue of no less than 749 species of plants, which, within 5 years, she had found growing in Meriden, her native town, some of them not noticed by even such botanists as Gray, Torrey, or Wood.

#### PROFESSIONAL.

**THEOLOGY.**—A 3-year course in this line was continued in the Theological Department of *Yale College* (Cong.) with a graduate course of a year in addition. Provision is made for elocutionary training throughout the 3 years by members of the faculty and by a specially trained expert; besides which, there are optional studies in German, intellectual and moral philosophy, evolution and cosmogony, history, and political and social science. At the *Hartford Theological Seminary* (Cong.) and at the *Berkeley Divinity School*, Middletown (Prot. Ep.) 3-year courses, kindred in essential points with that at Yale, were still existent, each meant to follow a collegiate course.

**LAW.**—For students 18 years of age, of certified moral character, and of collegiate or other respectable training, there is a 2-year course at *Yale College* embodying all the most important points of legal study, with forensic oratory, forensic elocution, patent law, and corporations. At the close of the spring term each class is subjected to a written examination on the studies of the preceding year. A graduate course of 2 years is open to bachelors of law.

**MEDICINE.**—Since 1879, the course in this department at *Yale College* has been a graded one of 3 years. Each year at present covers 34 weeks, and throughout its instruction is given by lectures and recitations, combined with practical work in anatomical, chemical, physiological, pathological, and histological laboratories. Candidates for admission must prove their qualifications for medical study either by a degree in letters or science, or by passing an examination in mathematics, physics, grammar, spelling, and composition.

For statistics of theological, legal, and medical schools, see Tables XI, XII, and XIII of the Appendix.

#### SPECIAL INSTRUCTION.

##### TRAINING IN THE FINE ARTS.

The *Yale College School of the Fine Arts*, New Haven, has for its end the cultivation and promotion of painting, sculpture, and architecture, in a course of 3 years. Under



6 professors and instructors there were 49 regular students in 1884-'85 receiving instruction in these lines, a large proportion of them young women; while 81 students from the Sheffield Scientific School had instruction in free-hand drawing, making 130 in all.

#### TRAINING OF NURSES.

This was continued in the calendar year 1884 at the *Hartford Hospital* and the *Connecticut Training School for Nurses*, New Haven; the former with a 2-year course, the latter with one of 13 months. The pupil nurses at Hartford numbered 20; those at New Haven 34, including 11 in private families, but still under direction of the school. Eight more were soon to complete their studies. During the year 15 were graduated at the latter school, and 6 at the former.

#### EDUCATION OF DEAF-MUTES.

The *American Asylum*, at Hartford, devoted to this purpose, reports an attendance of 209 pupils for the year 1884-'85, of whom 31 were returned to friends and 1 left because of sickness, leaving 177 present May 1, 1885. Of the whole number for the year, 125 were males and 84 females. Average number, 175. The method of instruction continued to be manual or oral, according to the needs of each case. The asylum began in January, 1885, the publication of manuals in aid of its instruction, its opening one being "First steps in English," by Miss C. C. Sweet, an experienced teacher in the school. Another was in preparation.

A Remington type-writer was purchased to increase the familiarity of the younger pupils with printed words, and with the aid of it lessons written in type and multiplied by a hectograph, were in use, to pave the way to an earlier and freer use of books and newspapers.

The *Whipple Home School for the Deaf*, Mystic River, in the same year, still prosecuted its plan of teaching the deaf to speak, by pictured representation of the organs of speech in the proper form for the production of "visible speech."

#### EDUCATION OF THE FEEBLE-MINDED.

At the *Connecticut School for Imbeciles*, Lakeville, there was in 1884 a total attendance of 102, of whom 60 were State beneficiaries. The number present at the opening of 1885 was 92, 56 of them State beneficiaries, 24 supported by friends. The teaching is largely by objects, with considerable employment of kindergarten methods.

#### STATE REFORMATORY AND INDUSTRIAL TRAINING.

At the *Connecticut State Reform School*, Meriden, the 2 additional cottages mentioned in the last report as begun in 1883 were completed, making 3 in all, and 150 boys, transferred from the congregate department, were enabled to enjoy in 1884 the good influences of these separate homes. The results are said to have been very satisfactory, the better boys being secluded from the worse ones and brought under closer and kinder moral influences, with the benefit of separate instruction in each home. The whole number in the school from December 1, 1883, to November 30, 1884, was 638, of whom 407 remained. Profitable and useful industries are alternated with moral and educational instruction. Vocal music is taught, and a brass band is under constant training.

The *Connecticut Industrial School for Girls*, Middletown, is not a place to which criminals are consigned for punishment, but one of temporary custody and instruction for viciously inclined girls, 8 to 16 years of age. They are committed to the guardianship of the institution till 21, unless sooner discharged according to law; and are, while in it, subjected to a system of discipline and instruction, physical, sanitary, educational, and industrial, amid healthful surroundings and in a Christian home. One hundred and seven towns in the State have had girls under its care, with generally salutary results. The number cared for from December 1, 1883, to December 1, 1884, was 281, of whom 75 were placed out during the year, leaving 206 remaining.

#### TRAINING OF ORPHANS.

For information on this point in 1884-'85, see Part 1, Table XXII of Appendix.

#### EDUCATIONAL CONVENTIONS.

##### COUNCIL OF EDUCATION.

The president of this body, in a letter to the secretary of the State board of education, says that the discussions in the Council for 1885 were mainly on the question of "How to reach a more efficient system of school supervision." The subject was introduced by Principal C. F. Carroll, of the normal school, New Britain; and while some differences of opinion as to the best method of securing good supervision were elicited, there appears to have been a unanimous conviction as to the necessity for something better than the



system that has been in vogue. This conviction was voiced at a meeting in New Haven, June, 1885, in a resolution declaring "that, in the opinion of the Connecticut Council of Education, further legislation is necessary for the improvement of our schools by more efficient supervision." A plan to secure this by permitting the existing school boards to delegate their supervisory power to a single person, was urged by Superintendent Dutton, of New Haven, and strongly supported by other members of the Council. Such action would not compel a change in town systems where no change is desired, but would permit such towns as wish it to establish a system of supervision adapted to their needs.

#### STATE TEACHERS' ASSOCIATION.

The meeting of teachers for 1885 was in the hall of the high school building, Hartford, October 29-31. The address on the first evening was by Prof. W. H. Brewer, Ph. D., of the Sheffield Scientific School, New Haven, and was an exceedingly interesting sketch of the peculiarities of tropical America, with its copious rain-fall, perpetual summer, immense variety of plants, luxuriant vegetation, comparative lack of color, and terribly oppressive heat.

The next morning, in the high school section under Principal Bartley, of Bridgeport, Principal Merrill, of Willimantic, advocated the abolition of entrance examinations for admission to high schools, and declared himself in favor of a certificate from the pupil's grammar teacher of his application to his work, his knowledge of the subjects taught, and his power of observation. Principal T. W. T. Curtis, of New Haven, advocated State taxation for support of high schools, as a means toward continuous supply of intellectual force for the promotion of the prosperity and progress of the State. "What becomes of high school graduates?" was shown to some extent by Superintendent Smith, of Danbury, who had looked up the records of 100 such, and found that 36 were teaching, 31 in business, 7 in law, medicine, and civil engineering, 15 in normal schools, 8 taking life leisurely, and 3 could not be traced.

In the grammar school section, the same day, "The place of arithmetic in the grammar school" was presented by Principal Rossiter, of Norwich, who by blackboard illustrations showed how the difficulties of some pupils as to arithmetical work might be overcome. A paper on "Advanced reading," by Principal Ferguson, of Putnam, struck a note of alarm at the number of persons allowed to pass through school without fair instruction as to clear enunciation, proper tone, and correct emphasis in reading.

In the primary section the same matter was taken up by Miss Hattie F. Barrows, of Hartford, who, before some 600 teachers, showed by interesting exercises how pupils could be brought to think out the sounds of letters, and then of the combinations of letters in words, till right enunciation and due phonic tone come in to make effective speech. From the description of the exercises it would seem that Miss Barrows ought to have a wider field than any single school for her instructions in this very useful line. Other showings of proper methods were made by Miss H. A. Luddington, of the State normal school, in a paper on "Oral and written language," and by Miss M. R. Webster, of the New Haven training school, who conducted a class exercise in geography.

At an afternoon session Mr. M. H. Smith, of the Connecticut Literary Institute, deprecated mere cramming with arbitrary facts, and advocated a study of the characteristics of each scholar, with a view to the awakening of dormant faculties and the cultivation of clear perceptions in all lines. Other speakers were Professor Sumner, of Yale College, on the need of caution as to school expenses; Col. C. M. Joslyn, on too great confinement to text books; Hon. H. C. Robinson, on the propriety of high school training; Hon. Joseph R. Hawley, on giving a place to history, both of the United States and of the State; and Rev. Howard Crosby, D. D., on the cultivation of a moral sense in pupils as well as a bright intellect.

The closing exercises on Saturday morning included addresses by Director Holt, of the musical department of the Boston public schools, on the simplicity of the elements of music as involving only time and tune, so that children rightly taught can acquire its main ideas very early; by Superintendent Fisher, of Weymouth, Mass., as to the hard arithmetical tasks often imposed on primary school children; and by Superintendent Littlefield, of Newport, R. I., public schools, on the qualities and acquirements which go to make good teachers. He advocated, too, a system of instruction that should make boys have an alternation of manual and intellectual work.

#### CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES D. HINE, *Secretary of State board of education, Hartford.*

[Mr. Hine succeeded Hon. Birdsey G. Northrop, January 1, 1883, and serves during the pleasure of the board.]

## DELAWARE.

## STATISTICAL SUMMARY.

	1884.	1885.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-21) ---	35,069	-----	-----	-----
Colored youth of school age (6-21) ---	a5,500	-----	-----	-----
Whole number of school age -----	40,569	-----	-----	-----
Whites enrolled in the free schools ---	27,037	-----	-----	-----
Colored enrolled in like schools -----	4,226	-----	-----	-----
Whole enrollment, white and colored. ---	31,263	-----	-----	-----
Per cent. of school youth enrolled ---	77.06	-----	-----	-----
Average daily attendance, white -----	17,952	-----	-----	-----
Average monthly attendance, colored. ---	b1,171	-----	-----	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported -----	421	-----	-----	-----
Free schools for whites in these -----	544	-----	-----	-----
Average time of such, in days -----	157	-----	-----	-----
Free schools for colored children -----	c69	-----	-----	-----
Average time of these, in days -----	104	-----	-----	-----
<b>TEACHERS.</b>				
Teachers in free schools for whites. ---	546	-----	-----	-----
Teachers in free schools for colored ---	78	-----	-----	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of white teachers. ---	\$32 31	-----	-----	-----
Average monthly pay of colored -----	24 00	-----	-----	-----
Cost of free schools for whites -----	206,918	-----	-----	-----
Cost of such schools for colored -----	8,243	-----	-----	-----
Valuation of State school property ---	608,056	-----	-----	-----

a Not including colored children in Wilmington.

b Average daily attendance of colored youth not reported, except in Wilmington.

c Includes some in Wilmington.

(Although the Delaware school law requires the State superintendent of free schools to report annually to the governor the condition of these schools, the publication of that report has of late years been made only biennially. The statistics of 1885, supposed to be on file at Dover according to law, have hence been sought in vain.)

## STATE SCHOOL SYSTEM.

## ADMINISTRATION.

The supervision of the free schools for both white and colored children is committed to a State superintendent, appointed annually by the governor. He is required to visit every school once a year, to examine persons proposing to teach, to hold a teachers' institute in each county, and to purchase and distribute, at cost, to each school district text-books that have been selected by a State board of education, and to report annually, on the first Tuesday of December, the condition of the public schools to the governor. He has an assistant, appointed by the governor annually.

The State board includes the secretary of state, the State superintendent, and the president of Delaware College. It selects text-books for the use of the State schools, com-

missions teachers, and acts as a court of appeal in matters of controversy between school officers. The assistant superintendent acts as secretary of the board.

In each school district a school committee of 3 members, elected by the voters of the district, with annual change of 1, provides school buildings, fuel, and apparatus, employs teachers holding certificates, and levies an annual tax for the support of the schools.

For colored children there is a special agency called the "Delaware Association for the Education of Colored People," which (except in the city of Wilmington and in a small colored corporation elsewhere) provides, through its actuary, for schools of at least 3 months' duration yearly.

#### SCHOOL FINANCES.

The public schools for white youth are sustained (1) from the income of a State school fund; (2) from the proceeds of certain licenses; (3) from an annual tax of \$150 in each school district of New Castle County, of \$125 in each school district of Kent County, and of \$60 in each school district of Sussex County; these district taxes being used in the districts in which they are levied.

For the support of colored schools there is an annual tax of 30 cents on \$100 of the property of colored persons, and also an allowance from the State, which is all distributed through the Delaware Association for the Education of Colored People.

### CITY SCHOOL SYSTEM OF WILMINGTON.

#### ADMINISTRATION.

Wilmington has a board of public education consisting of 2 members from each of its 11 wards, elected for 2 years, with annual change of 1 from each ward. There has been also a superintendent of schools employed by the board for many years, whose excellent services are still continued.

#### STATISTICS.

Population of city by census of 1880, 42,478; estimated present population, 52,000; number of children of school age (6-21) not given; enrollment in the public day schools, 8,718; average belonging in them, 6,663; average daily attendance 5,974; number of teachers, 161, of whom 8 were pupil-teachers in the city training school and received no pay. The schools were taught 198 days in 23 buildings containing 155 rooms with 7,223 sittings for study. One new 6-room building was erected during the year, thus furnishing accommodations for 138 more pupils.

Four of these schools were for colored pupils, and had an enrollment of 838, with an average daily attendance of 479, under 11 colored teachers, all women. Two evening schools, one for white and one for colored pupils, were maintained during the winter from 7 to 9 o'clock, 5 evenings each week. The study of mechanical drawing in the white school was a new feature contributing largely to the success of the school, and the superintendent recommends that a more liberal provision be made for the future teaching of this important branch. The enrollment in the white school was 133; average attendance, 66; evenings in session, 65; in the colored school—enrollment, 64; average attendance, 33; evenings in session, 75.

### PREPARATION AND QUALIFICATIONS OF TEACHERS.

#### GENERAL STATE REQUIREMENTS.

Persons wishing to teach in the public schools of the State must, for a first-grade, or 3-year certificate, pass a satisfactory examination in the common and certain higher English branches; for a second-grade, or 2-year certificate, in the common English branches; for a third-grade, or 1-year certificate, candidates must answer 60 per cent. of all questions asked at their examination in these latter studies.

#### NORMAL TRAINING.

The last State report gave no note of any provision being made by the State for normal training, except through the annual teachers' institutes. Wilmington, however, has an excellent training school, certain divisions being taught by pupil-teachers who are in training and on trial. All graduates of the city high schools may enter the training school. Other persons who desire to teach may enter on passing, with an average of 65, an examination in the principal school studies, and with an average of not less than 70 in orthography, arithmetic, and grammar. Those who enter thus are required to study the art of teaching and to teach 4 months in the training school, unless stopped sooner by the committee on teachers.

#### TEACHERS' INSTITUTES.

The law requires the State superintendent to hold at least one teachers' institute in each county annually, of at least 3 days' session; teachers are required to attend such in-



stitutes in their respective counties, unless unavoidably detained. The time of each teacher's attendance upon the institute cannot be deducted from the time of service for which pay is given.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State makes no provision for high schools, but the city of Wilmington maintains one for each sex. The courses of study occupy 3 years, and include the higher English branches, with Latin and book-keeping.

Lewes reported high school training some years ago, but does not seem to continue it. Dover in 1882 had such training, according to a return, but did not indicate the continuation of it in the report of 1884. Smyrna, in 1884, reported a high school.

### OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix; and for summaries of them, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### DELAWARE STATE COLLEGE FOR BOTH SEXES.

*Delaware College*, Newark, an outgrowth from a former Newark college, still presents 3 courses of study, each of 4 years. These courses are classical, scientific and agricultural, and literary, each leading to a corresponding degree. The qualifications for admission to the first are considerably higher than those for the other two, extending through the ordinary school studies, with algebra to equations of the second degree and 4 books of geometry; in Latin, through the grammar and reader, Harkness' Prose Composition, part 1, Sallust or Caesar, Cicero's Select Orations, and Virgil; in Greek, also through grammar and reader, and the first 2 books of Xenophon's Anabasis. For the other two there are only the requirements of good character and acquaintance with common school studies.

In the collegiate courses German and French are optional in the junior and senior years, while many other studies are so after the first year. The required studies are, however, fairly full and good.

Each of the 3 counties in the State is entitled to have 10 students educated at the college free of charge for tuition, or 1 for each member of the legislature.

Students in 1884-'85, 58, of whom 17 were female; graduates in that year, 11.

### COLLEGE FOR WOMEN.

*Wesleyan Female College*, Wilmington, which has been for some years laboring under difficulties, and which presented to this Bureau no report for 1883-'84, is now reported closed.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

*Delaware College*, as before said, presents a scientific and agricultural course of 4 years, leading to the degree of B. S. This includes Latin, French, German, astronomy, civil engineering, physics, sanitary science, natural theology, and evidences of Christianity, elements of law, pure and applied chemistry, and laboratory practice.

### PROFESSIONAL.

No schools of theology, law, or medicine appear to have been yet established in this State.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF, BLIND, ETC.

No information is available regarding the training of the deaf-mute, blind, and feeble-minded children of Delaware, except what appears in the catalogues of the Pennsylvania institutions for such children, where are shown 3 deaf, 5 blind, and 3 feeble-minded in 1884-'85, from Delaware.

## CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS N. WILLIAMS, *State superintendent of free schools.*

[Term, one year from April, 1884. Mr. Williams, like his predecessor, Mr. Groves, has served for two or three successive terms.]

## FLORIDA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (6-21) <i>a</i> -----	666,798	666,798	-----	-----
Enrolled in public schools-----	658,311	62,327	4,016	-----
Average daily attendance-----	635,881	45,850	9,969	-----
Per cent. of school youth enrolled----	87.29	93.31	6.02	-----
Per cent. of enrolled in average daily attendance.	61.53	73.56	12.03	-----
Per cent. of school youth in average daily attendance.	53.71	68.64	14.93	-----
<b>SCHOOLS.</b>				
Number of public schools-----	1,504	1,724	220	-----
Average time of schools in days-----	-----	95	-----	-----
Number of school houses-----	1,160	-----	-----	-----
<b>TEACHERS.</b>				
Men teaching in public schools-----	809	921	112	-----
Women teaching in public schools----	627	732	105	-----
Whole number so employed-----	1,436	1,653	217	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of teachers-----	-----	\$29 34	-----	-----
Amount expended for public schools.	\$172,178	635,984	\$163,806	-----
Amount of permanent State school fund.	429,984	490,784	60,800	-----
Valuation of State school property----	210,115	300,242	90,127	-----

*a* This is the age for attendance in public schools. For distribution of school funds to counties it is 4-21.

*b* School census of 1884.

*c* Two organized counties not reporting.

*d* Peabody fund report, 1884.

*e* Excluding State colleges, normal schools, and seminaries.

(From reports of Hon. A. J. Russell, State superintendent of public instruction for the two years indicated, except where noted.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

So far as indicated in a brief report of four pages, the condition of public schools in the State is remarkably good as respects the few points reported. A gain of 220 schools over 1883-'84, of 4,016 in enrollment, of 9,969 in average daily attendance, and of \$163,806 in expenditure for public schools, shows a great advance in school work. The large per cent. of 93.31 of school youth enrolled, of 73.56 per cent. of enrolled in average daily attendance, and the still more remarkable per cent. of 68.64 of school youth held in average attendance, is a gratifying exhibit of school supervision and teaching, and one seldom equaled in a State with 6-21 as school age. In securing this encouraging state of things the superintendent seems to have been commendably active, having visited, during the year, many counties, held meetings at important points in 22 of them, and conducted teachers' institutes in 16.

Special attention is said to have been given to the morals, health, and general comfort of the pupils during school hours.

## ADMINISTRATION.

A State superintendent of public instruction, elected quadrennially by the people, has general supervision of the public school system. The superintendent, secretary of state, and attorney-general constitute a State board of education for management of school funds and lands. County boards, not to exceed 5 members, appointed by the State board, act as agents of that board, and are to locate and maintain schools for at least 3 months each year wherever needed, appointing for the schools from 1 to 5 trustees as local supervisors. A county superintendent, appointed by the governor for a 2-year term, acts as secretary and agent of each county board and looks into the condition of the schools. Uniform text-books, provided for use in the public schools, cannot be changed oftener than once in 5 years.

## SCHOOL FINANCES.

The public schools of the State are sustained from the interest of a common school fund distributed among the counties in proportion to the school population; from a State school tax of not less than 1 mill on \$1 annually, and from an annual county tax, not to be less than one-half the amount apportioned for the year from the State school fund.

## NEW LEGISLATION.

An Act requiring collectors of revenue in the several counties to pay over to their several county treasurers all moneys collected on account of the 1-mill tax for the support of common schools, to be disbursed by these treasurers as other school funds are disbursed, became a law February 22, 1885.

An Act of February 12, 1885, appropriated \$10,000 for the benefit of the State Agricultural College, \$6,000 to be paid in 1885 and \$4,000 in 1886, for such uses as the trustees of the college may judge will further its best interests.

February 16, 1885, another Act appropriated \$1,000 for 1885 and \$1,000 for 1886, to enable the superintendent of public instruction to hold teachers' institutes at such times and places as he might designate, he to submit to the next General Assembly a report as to the manner and purposes of the disbursement of these sums.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

The only cities with sufficient population for notice under this head are Jacksonville and Key West, and these have no organized city school systems apart from the county systems of Duval and Monroe Counties; therefore statistics for them cannot be given.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL STATE REQUIREMENTS.

Persons wishing to teach in the public schools must prove their possession of the required literary qualifications, and their ability to govern, and to impart instruction. To obtain employment, they must hold certificates of such qualifications from the State superintendent, or from the superintendent or board of education of the county in which they intend to teach. The certificates given are of 3 grades, according to educational qualifications and success in school work; those from the State superintendent are good throughout the State; the others, from the superintendent or school board, good in the county where issued.

## STATE AGENCIES FOR TRAINING TEACHERS.

The means of training teachers for the public schools are (1) a school of didactics and pedagogies in the East Florida Seminary, Gainesville, and a somewhat kindred arrangement in the West Florida Seminary, Tallahassee, both for whites; (2) normal departments in the Lincoln Academy, Tallahassee, and the Union Academy, Gainesville, both for colored pupils. All these are under State direction and form separate departments of the seminaries and academies with which they are linked, the especial normal training coming apparently in the summer.

The State superintendent reports for 1884-'85 a 2-months' session of the summer normal school, or institute, for colored teachers, at Tallahassee, with 46 students and excellent work done, most of the students receiving certificates as provided by law. A similar one was held at Gainesville, with 53 students; but, owing to a deficiency in previous training, the best normal teaching comparatively failed; few of the candidates obtaining certificates.

The superintendent suggests the discontinuance of appropriations where the attendance is so small, and where the parties concerned seem to lack appreciation of the opportunities afforded them.



A means of improving existing teachers and of advancing the general interests of education in the State appears in the projection and institution of a Florida Chautauqua, at De Funiak Springs, Walton County, said to be a charming place for an educational assembly. It closed its first session March 15, 1885, after a large number of lectures, exercises, and representations, including a kindergarten and a school of cookery. One of its good issues is indicated in a statement that workers in the assembly went from it for a visitation of other Southern schools, so that the influences of the meeting may have extended through several States.

#### OTHER NORMAL TRAINING.

Besides the State schools just noticed, the Cookman Institute, a very respectable school under Methodist direction, Jacksonville, has classes for colored pupils, designed to prepare them for teaching by imparting such a knowledge of elementary English branches of study as may enable them to teach others of their race at least these branches. In its normal department 145 students appear for the school year 1884-'85.

#### TEACHERS' INSTITUTES.

A State appropriation of \$1,000 a year for institutes, begun in 1883 and since continued, has enabled the State superintendent, with the aid of several teachers and lecturers of high repute, to conduct such means of training in sessions of 1 or 2 weeks, for the benefit of the teachers in 16 counties of the State, great interest being manifested on the part of the teachers entering the institutes and of the people among whom these temporary normal schools were held. In 22 counties the superintendent held also public meetings at important points, delivering addresses in favor of popular education. At the institutes there was an aggregate attendance of 497 teachers.

#### SECONDARY INSTRUCTION.

##### HIGH SCHOOLS.

Although no special provision for high schools exists, the county boards are authorized to open schools of such grade wherever the condition of education may require them. Of this class, there is one in Duval County and one at Key West; possibly some others.

The East and West Florida Seminaries, the former at Gainesville and the latter at Tallahassee, continue to give instruction substantially of the high-school grade, serving as high schools for the counties in which they are located. In these schools normal instruction for both sexes is made free by State appropriations.

The East Florida Seminary, in its report for 1884-'85, shows an apparently new normal and diploma course of 4 years, followed by a preparatory collegiate one of 2 years. For males the discipline is military.

##### OTHER SECONDARY SCHOOLS.

For statistics of such business colleges and private academic schools as may report themselves, see Tables IV and VI of the Appendix.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN AND YOUNG WOMEN.

The catalogue of *Florida University*, Tallahassee, for 1884-'85 presents about the same outline of studies and general condition as reported in 1883-'84, embracing for its projected work a college of literature, a polytechnic and normal institute, a theological institute (the only one known as proposed in a State university of the United States), a college of law, and a college of medicine and surgery. Though the university was organized in 1883, only 2 of the 5 colleges recognized by the charter were in operation at the date of the report—the literary and the medical. The former includes a military school, and is an outgrowth of the West Florida Seminary, whose separate charter and special organization as to trustees and endowments are still maintained. To some extent collegiate studies seem to be pursued, and courses are outlined which, if carried out, will lead to the degrees of A. B., A. M., and M. D.

The college grounds consist of 10 acres adjoining the city, on which were in 1885 a 2-story brick building with 2 large lecture halls and 8 rooms for museums; a frame building for the literary college; and a new brick library building, a gift of Governor Walker, of Tallahassee, in which a library, already respectable, is accumulating.

*Rollins College*, Winter Park, was incorporated April, 1885, for co-education, the collegiate year to begin November 4, 1885. The college takes its name from Mr. A. W. Rollins, of Chicago, who heads the endowment with \$50,000; in addition to this, \$64,180 has been subscribed. It is to be non-sectarian, though decidedly Christian, and, so far as announced courses of study indicate, of a probably high literary standard.

*Cookman Institute*, Jacksonville, has also organized collegiate classes, and though these are yet of very moderate grade, they will probably be gradually elevated. Thirty-nine students appear in them in 1884-'85.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Young women are offered admission to the literary and medical departments of the University on equal terms with young men. Rollins College offers its full courses to women.

For other institutions in the State providing for the higher education of women, see Table VIII of the Appendix.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Florida State Agricultural College*, Lake City, transferred from its former location at Eau Gallie in 1883, was organized, 1884, with reference to the special need of the State for a collegiate education in which liberal culture and practical education shall proceed together. A farm of 112 acres was secured, on which farm buildings, propagating houses, conservatories, etc., are to be built from time to time, as authorized by the legislature and demanded by the course of study. The State superintendent reporting December 31, for 1884-'85, said that the college was fully prepared for the reception of students; that during the year a large and commodious building had been erected on the college grounds as a residence for the president, the members of the faculty, and students; that the college campus had been inclosed with a neat iron fence, and many other improvements made. A large and valuable collection of natural history, with a museum of geological specimens, the property of Rev. Dr. J. Kost, had been transferred to the college, and a library of 3,000 volumes was soon to follow. The college was fairly equipped for what was hoped would be an excellent course of instruction.

For the present, collegiate instruction is limited to 6 undergraduate courses—classical, literary, general science, engineering, agriculture, letters, and political science. For students deficient in elementary work in physical science and modern languages, temporary provision is made to give preparatory training in 3 subcollegiate classes. This will continue till the public schools shall furnish the preparation required for entrance upon the college course.

The college began its first session of 36 weeks November 1, 1884, with a faculty of 5 instructors and 38 students in the preparatory, or subcollegiate, department. Valuation of collegiate property was \$35,000; of productive fund, \$154,500.

The newly-organized State University makes provision for scientific training in the future, the president of the literary faculty being professor of mathematics and engineering, while there is also a professor of chemistry. A polytechnic institute enters into the plan for future years.

#### PROFESSIONAL.

**THEOLOGY.**—Some preparation for the ministry in the Methodist Episcopal Church continues to be given in the "Biblical studies" of the *Cookman Institute*, Jacksonville, a school for the training of the colored race. In 1884-'85, there were 13 in these studies, 10 in Hawley's Methodism, and 3 in the more advanced study of Wakefield's Theology.

**MEDICINE.**—The medical department of *Florida University*, organized in 1883, reports for 1884-'85 a faculty of 8 professors, with a demonstrator, and an annual session of 6 months; it admits both sexes, when of suitable age and good morals; requirements for graduation—a good English education and a competent knowledge of the natural sciences, 3 years' reading, attendance on 2 courses of medical lectures, a satisfactory passage of a final examination, and an original thesis. Matriculates of 1884-'85, 20; no graduates of that year reported.

### SPECIAL INSTRUCTION.

#### INSTITUTIONS FOR DEAF-MUTES AND THE BLIND.

The State superintendent reports for 1884-'85 that the institution for the education of deaf-mutes and the blind has been in steady operation during its first year, and open to all deaf and blind youth 9 to 21 years of age; but at the date of his report there were only 11 pupils, the parents of these unfortunates showing, in many cases, great reluctance to part with them, even for the instruction given without cost.

## REFORMATORY AND INDUSTRIAL SCHOOLS.

In 1883-'84 the State superintendent called the attention of the legislature to the need of a reformatory and industrial school in the State. At the present writing, no information of any action in that direction has reached this Bureau.

## CHIEF STATE SCHOOL OFFICER.

Hon. A. J. RUSSELL, *State superintendent of public instruction, Tallahassee.*

[Term, in succession to Hon. E. K. Foster, resigned, February 20, 1884, to January 6, 1885. Then, according to Spofford's American Almanac, Hon. E. K. Foster again from January 6, 1885, to January 8, 1889.]



## GEORGIA.

## STATISTICAL SUMMARY.

	1883.	1884.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18)---	a265,548	a265,548	-----	-----
Colored youth of school age (6-18)---	a243,174	a243,174	-----	-----
Whole number of school age-----	a508,722	a508,722	-----	-----
White youth in public schools-----	175,663	181,355	5,687	-----
Colored youth in public schools-----	111,743	110,150	-----	1,593
Whole number enrolled-----	287,411	291,505	4,094	-----
Per cent. of school youth enrolled---	56.50	57.30	.80	-----
Average daily attendance-----	183,371	195,035	6,664	-----
Per cent. of school youth attending--	37.03	38.34	1.31	-----
SCHOOLS.				
Public schools for white pupils-----	4,517	4,700	183	-----
Public schools for colored pupils-----	2,020	2,170	150	-----
Public schools under local laws-----	194	177	-----	17
Whole number reported-----	6,731	7,047	316	-----
Number of graded schools <i>b</i> -----	142	47	-----	95
High schools reported <i>b</i> -----	11	12	1	-----
Average time of country schools, in days-----	65	-----	-----	-----
Time of city schools, in days-----	193	-----	-----	-----
TEACHERS.				
Public school teachers reported-----	6,970	-----	-----	-----
FINANCIAL STATEMENT.				
State expenditure for public schools--	\$613,647	\$653,868	\$40,221	-----

*a* State school census of 1882, as corrected by the State school commissioner under a new census of eight counties, apparently taken in 1883.

*b* These schools are under local laws.

(From reports and returns of Hon. Gustavus J. Orr, State school commissioner, for the years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

There has been no State census of school children since 1882, though the figures given by that census have been revised since the last report of this Bureau was issued. As compared with last year, the number of white youth enrolled in public schools shows a considerable increase. This, though much less than that in 1883, still looks encouraging, and, notwithstanding a falling off in enrollment of colored youth, gives a total of 4,094 more enrolled. An increase of 6,664 in average daily attendance indicates a still better state of things, and presents a per cent. of such attendance somewhat higher than that of the year before, which at the time appeared a large one for a State with such vast spaces and with comparatively few large towns. School buildings seem to have increased in fair proportion to the increase of accommodation needed, and thus the outlook for the future is on the whole a fair one. The condition of the city schools seems good.

## ADMINISTRATION.

A State board of education composed of the chief State officers, with the governor as president, holds in trust grants and devises for educational purposes, and acts as a court of appeals in questions relating to school law. A State school commissioner, appointed biennially by the governor, is a member of this board, and reports biennially to the

governor. Each county (except 4 under special local laws) has a county board of education of 5 members selected for 4-year terms by the grand jury of the county, subject to partial biennial change. A secretary, chosen by each board for a 4-year term, acts as county commissioner of education, with duties similar to those of county superintendents elsewhere. The county boards choose, for each subdistrict into which their counties may be divided, 3 trustees for local supervision of schools, one to be liable to change each year.

The public schools are free to all youth of school age; separate schools, however, must be maintained for colored and white children, and only elementary branches may be taught, except in counties and cities that have been favored with special early franchises. The county boards of education prescribe the text-books for the schools in their respective counties. The public schools are to be kept open at least 3 months, unless this is impracticable on account of sparseness of population, in which case the county boards may continue school 2 months in school districts containing not less than 15 pupils. Evening schools are also provided for.

Teachers of schools under the State system must report to their county school commissioner or other special school officer at the expiration of each school term, as a condition of receiving pay.

#### SCHOOL FINANCES.

The following are the productive sources of school revenue: a poll tax not to exceed \$1 on each voter; a tax on shows and exhibitions, and one on dealers in intoxicating drinks, bowie knives, or fire arms; the net proceeds of fees for inspecting fertilizers and from the hire of convicts, and the dividends from State shares in one railway and from one-half the rental of another.

#### AID FROM EXTERNAL SOURCES.

For teachers' scholarships at Nashville, Tenn., there were given from the Peabody fund in 1884-'85 \$2,175; for teachers' institutes, \$1,400; and for public schools in the State, \$600.

From the John F. Slater fund there was received \$2,000 for Atlanta University, \$2,000 for Clark University, and \$2,314.10 for Spelman Female Seminary, all three at Atlanta, and \$500 for Lewis Normal Institute, Macon; total, \$6,814.10.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Cities that have 2,000 or more inhabitants may form independent school systems, under boards of education or trustees of schools; judges of courts and mayors of cities may act as *ex-officio* members of the boards. Augusta, Macon, and Savannah combine county and city systems, each city employing a superintendent.

##### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Youth of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta <sup>a</sup>	37,409	512,000	5,571	5,293	101	\$76,305
Augusta <sup>c</sup>	21,831	28,056	2,978	1,666	42	31,047
Columbus	10,123	3,562	1,771	.....	32	.....
Macon	12,749	18,413	1,770	1,300	35	17,302
Savannah	30,709	7,745	3,210	2,915	60	50,369

<sup>a</sup> These statistics, except where otherwise noted, are for the year ending December 31, 1885.

<sup>b</sup> Estimated, 1884.

<sup>c</sup> These statistics, except where otherwise noted, are for the year ending December 31, 1884.

<sup>d</sup> School census of 1882.

<sup>e</sup> Census of 1880.

#### ADDITIONAL PARTICULARS.

Atlanta classes its schools as primary, grammar, and high schools; the first and second covering 6 years, while the high school studies occupy 4 years for girls and 3 for boys, and are of very fair grade for each. A small increase appears in enrollment in public schools, and in average daily attendance the high standard of 95 per cent. of enrollment is attained. The total seating capacity in the public school buildings is 4,673, which comes far short of reaching the enrollment, showing a need for more school room. The superintendent says that not only is it difficult to provide for the health and instruction of the



children in overcrowded rooms, but many children of taxpayers are excluded altogether from school privileges.

*Augusta*, which formerly reported for a school year ending in June, presents now a return for the calendar year 1884. This shows, by comparison with the figures last presented, a falling off of 203 in public school enrollment and of 5 in teachers, but an increase of \$4,488 in expenditure for the city schools. These schools, according to the current Southern custom, are for both white and colored pupils, the two races, however, having separate accommodations. Roman Catholics, as well as Protestants, are included in the teaching force, 6 of the city teachers being "sisters" of the Roman Church. The schools are graded from primary to high, one of the two city high schools being for colored youth and graduating annually 8 to 10, who nearly all begin to teach. A normal class for these teachers is held by the superintendent every Thursday afternoon, and one for the white teachers every Tuesday afternoon. A special teacher of penmanship is employed, apparently for the whites alone, his instruction reaching through all the grades. The schools were, according to the return above mentioned, held for 177 days in 1884, in 10 buildings with 40 rooms, valued at \$50,000. Besides the public school enrollment, there was an estimated attendance of 1,500 in private and church schools.

*Columbus* presents a decrease in school population and an increase in enrollment. The schools are graded. Drawing and penmanship are taught by the regular teachers, and music by a special teacher. The school session covered 183 days, in 6 buildings containing 33 rooms, with 1,460 sittings for study, valued, with all school property, at \$67,500. Private schools enrolled 300 pupils, leaving, apparently, 1,491 children between the ages of 6 and 18 years not in any school.

*Macon* shows a falling off of 40 in enrollment and of 100 in average daily attendance in 1884-'85. Private schools enrolled about 400 pupils, leaving 1,243 children between the ages of 6 and 18 years not in any school. The schools were taught 175 days, in 7 buildings, with 23 rooms for primary schools, 9 for grammar schools, and 2 for high schools, furnishing in all accommodations for 1,520 pupils. Public school property was valued at \$66,500.

It appears from the city report that, from want of funds, only one male teacher, the principal of the boys' high school, was employed, and that colored children to the number of several hundred in the southern half of the city were still unprovided for.

*Savannah* has its schools divided into primary, grammar, and high schools. The first and second combined cover 8 years, and high school studies, 4 years. Corporal punishment is allowed, but the superintendent, while not recommending its total abolition, wishes to see every possible restriction thrown around its use. He says that the work of the teachers has been efficiently done, and that the progress of the pupils for the year has given more than the usual amount of satisfaction. There was much need, however, of more room in the primary grades in both the white and colored schools. There was an increase of nearly 1,700 school youth, of 47 in enrollment, and of 890 in average attendance, while only one more teacher was employed. Public school property, including 7 buildings containing 3,010 sittings for study, was valued at \$111,000. In private schools were about 1,000 pupils.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Persons desiring to teach in the public schools of any county of the State must procure a license from the county commissioners, the grade to be determined by the qualifications exhibited. The licenses are of 4 grades. Those who on examination evince the highest degree of scholarship are entitled to a first-grade license, to continue in force 3 years; the next highest get a license of the second grade, continuing in force for 2 years; a third grade is for 1 year; a fourth for 6 months, entitling the holder to teach in sub-districts where children have made but little advancement in school studies.

### NORMAL SCHOOLS AND DEPARTMENTS.

Atlanta and Clark Universities, both for colored youths, present well-regulated courses of normal instruction, the former of 4 years, the latter of 3. The common and higher English branches are included, with Latin, drawing, and music, at Atlanta. It is supposed that some normal training is also still given in the North Georgia Agricultural College, as the faculty, by authority of the legislature, may grant licenses to students to teach in the public schools of the State without further examination. The school systems of Atlanta and Augusta, and perhaps of other cities, have normal classes for the benefit of teachers, meeting weekly throughout the year. Paine Institute, Augusta, opened in 1884, offers a 4-year normal course for colored students. Twelve Georgia scholarships were provided for in 1884 in the Southern Normal School, Nash-



ville, Tenn., by the agents of the Peabody fund, the incumbents of these positions to teach in the schools of Georgia at the completion of their course.

For statistics of normal schools reporting, see Table III of the Appendix; for a summary of same, a corresponding table in the report of the Commissioner preceding.

#### TEACHERS' INSTITUTES.

In 1884 there were 3 State institutes held, each continuing 4 weeks, at Dalton, Macon, and Norcross, with an aggregate attendance of 179 white and 103 colored teachers. The institute at Macon is said to have been a success, but the others fell far below the proper standard, from the fact that the common schools in the counties where they were held were in session during the entire term of the institutes. For sustaining these institutes the trustees of the Peabody fund gave \$2,000. The State school commissioner recommends that the legislature make an annual appropriation of \$1,600 to further such means of instructing teachers, and that the public schools be closed during the institute term, so that teachers may attend the exercises.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The State law makes no provision for the maintenance of schools of this grade of instruction, but such schools are found in Atlanta, Augusta, Macon, Savannah, and some other cities. Atlanta has one high school for each sex, with a 4-year course for girls and one of 3 years for boys; these schools in 1884 graduated 33 from the full and 7 from the partial course. Tubman High School for girls, Augusta, graduated 22 in the same year, and the colored high school for both sexes, also in Augusta, 10. At Hephzibah, 14 miles from Augusta, in Richmond county, is another high school, conducted in all essentials like the Tubman school. Macon and Savannah each have a high school for each sex, those of the former city graduating 21 girls and 17 boys in 1885, and those of the latter 21 girls and 8 boys in the same year.

#### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, and preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV, of the Appendix; for summaries of the same, corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Georgia*, Athens, in its academic (collegiate) department (Franklin College) continued its courses in arts, science, and letters, leading, ordinarily in 4 years, to the degree of A. B., Sci. B., or Ph. B., with an A. M. degree for such students as take, with other studies, all the junior and senior ones of the 10 schools embraced in the academic department. These departments include Latin language and literature, Greek language and literature, modern languages, belle-lettres, metaphysics and ethics, mathematics, natural philosophy and astronomy, chemistry, history and political science, and natural history and geology.

For other studies, see "Scientific and professional instruction," further on.

Since 1883 the university has had, from donation of Governor Joseph E. Brown, the benefit of a scholarship fund of \$50,000, drawing 7 per cent. annual interest, and entitled the "Charles McDonald Brown scholarship fund," in memory of a deceased son of the governor who had been a student at the University, said to have been of fine intellectual and business capacity, and the soul of honor and integrity. The scholarships from this fund are to go, at the rate of \$50 to \$200 annually, to students of good moral character, apt to learn, of reasonable health, and ambitious to prepare themselves for usefulness; each recipient binding himself to repay, as soon as practicable, the sums received, with interest at 4 per cent. from the close of the year in which each payment came to him.

Other collegiate institutions reporting are *Atlanta University* and *Clark University*, Atlanta; *Mercer University* and *Pio Nono College*, Macon; and *Emory College*, Oxford. All these have 4-year classical and preparatory courses. Atlanta and Clark Universities, for colored youth, give normal and industrial training, teaching young men the elements of agriculture and mechanical trades, and giving young women instruction in nursing, sewing, and general housework. Both have instruction in music, and Clark University offers a business course. Emory College has schools of business, music, telegraphy, and toolcraft and design. Greek enters into the first 3 years of the collegiate course, and Hebrew into the junior and senior years. Pio Nono offers, in addition to the usual col-

legiate course, a scientific and commercial course, and also a graduate course leading to the degree of A. M. *Bowden College*, of more doubtful rank, because imperfectly reported, offers primary, preparatory, collegiate, and normal studies, and has daily military drill for boys and exercises in calisthenics for girls.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Atlanta and Clark Universities and the branch agricultural colleges at Dahlonega and Milledgeville offer instruction to both sexes. For statistics of schools exclusively for young women, see Table VIII of the Appendix; for a summary thereof, a corresponding table in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *State College of Agriculture and Mechanic Arts*, Athens, offers courses, each of 4 years, in agriculture, engineering,<sup>1</sup> and applied chemistry, with a partial course in architecture and building. Some scientific instruction is given also in the branch agricultural colleges of the State University at Cathbert, Dahlonega, Milledgeville, and Thomasville, and in Atlanta and Clark Universities. Special scientific courses of 3 years are found in Emory and Mercer, and in Pío Nono one of 4 years.

#### PROFESSIONAL.

THEOLOGICAL studies are very fairly included in the courses of *Clark University* (Methodist) and the *Atlanta Baptist Seminary*, both in Atlanta and both for colored students; while in *Mercer University*, Macon (Baptist), and at *Emory College*, Oxford (Methodist), there is for whites a similar inclusion of such studies in the collegiate course. At Clark the instruction in this line was under 3 professors, with 46 students in 1884-'85, part of them taught by correspondence; at the Atlanta Baptist, under 4, with 35; at Mercer, under 1, with 3 students. At Emory the indications are that the theological training was simply an adding of biblical and Hebrew studies to the collegiate course of such students as were preparing for the ministry.

Systematic theological training in a 3-year course, meant to follow a collegiate one, was continued at the Theological Seminary of the Southern Presbyterian Church, at Columbia, where were, in 1884-'85, 41 students, 3 of them in a special course.

*Paine Institute*, Augusta (Methodist Episcopal), was opened in 1884 for the training of colored preachers and teachers.

LEGAL instruction is found in the *Department of Law* of the *University of Georgia*, Athens, in a 1-year course consisting of two terms. Students may at any time enter either class, junior or senior, if prepared; but to graduate they must remain at least one term of 6 months. Common, statute, and constitutional law enter into the course, special attention being paid to equity, its jurisdiction, principles, and practice. Lectures are given on medical jurisprudence and parliamentary law, and every Saturday is devoted to practical exercises in conveyancing, pleading, the discussion of legal points, and the holding of moot courts. Graduates are admitted to the bar of the superior courts of the State without further examination, and to all other courts of the State except the supreme court, if properly vouched for as of good character.

*Emory College* and *Mercer University* offer each a 1-year course of legal training, and graduates are admitted to practice in the State without further examination.

MEDICAL.—The *Medical College of Georgia*, Augusta, a department of the State University, the *Atlanta Medical College*, and the *Southern Medical College*, Atlanta, all "regular," gave in 1884-'85 their usual 2-year courses of from 20 to 24 weeks each year. A 3-year graded course is recommended, but not required. The aggregate number of students for the year was 254; graduates, 103.<sup>2</sup> No requirements for admission, but for graduation students must pass the final examination satisfactorily.

The *Georgia College of Eclectic Medicine and Surgery*, Atlanta, formerly the Georgia Eclectic Medical College, offers a 2-year course of lectures, of about 21 weeks each. Daily quizzes are held by the faculty. Each member of the senior class is required to present, once a week, a thesis on some subject already covered by the lectures, and defend the same. No requirements for admission, but a thorough final examination in the branches taught in the college is said to be required. There were 70 students enrolled in 1884-'85, and 13 graduated.

<sup>1</sup> Besides the 4-year engineering course, which leads to the degree of Eng. B., there is a special higher course of 1 year for graduates of the former. This prepares for the degree of civil engineer.

<sup>2</sup> At the first mentioned, 77 matriculates, 34 graduates; at the second, 83, 33; at the third, 83, 31.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF.

The *Georgia Institution for the Deaf and Dumb*, Cave Spring, in 1884-'85 had 96 pupils, of whom 65 were white and 31 colored, all under 6 instructors, 3 of them semi-mutes. Common English branches were taught, with natural philosophy, zoology, and penmanship, the method of instruction being manual and oral combined. The boys are taught gardening and shoemaking; the girls, sewing. The school was founded in 1846, since which time 377 pupils have received instruction. The institution owns 57 acres of land, valued, with buildings, at \$40,000. State appropriation for the year, \$17,000. Expenditures, \$15,814.

## OTHER SPECIAL INSTRUCTION.

Of the educational work of the Georgia Academy for the Blind, Macon, there is the same lack of information that has been noticed in 4 preceding years.

For training of orphans in school studies and industries, see Table XXII of the Appendix.

## EDUCATIONAL CONVENTIONS.

## STATE TEACHERS' ASSOCIATION.

It is supposed that this association was duly held in 1884, but there is no reference to it in the State report for that year, nor has information respecting it reached the Bureau from any other source.

## CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Sixth term, December 31, 1884, to December 31, 1886.]



## ILLINOIS.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (6-21).....	1, 069, 274	1, 077, 302	8, 028	-----
Enrolled in graded public schools....	328, 705	342, 459	13, 754	-----
Enrolled in ungraded ones .....	399, 976	396, 328	-----	3, 648
Whole number in public schools.....	728, 681	738, 787	10, 106	-----
Average daily attendance in them....	485, 625	490, 536	4, 911	-----
Per cent. of enrollment to school youth.	68. 14	68. 58	. 44	-----
Per cent. of average attendance to the same.	45. 42	45. 53	. 11	-----
Pupils in private and church schools .	75, 821	78, 164	2, 343	-----
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	11, 457	11, 474	17	-----
Districts with 110 days of school or more. <i>a</i>	11, 311	11, 333	22	-----
Districts with less than 110 days <i>a</i> ..	101	85	-----	16
Districts with no school.....	45	56	11	-----
Districts reporting libraries.....	964	1, 012	48	-----
Volumes in these libraries.....	81, 272	102, 549	21, 277	-----
Public school-houses.....	12, 008	12, 076	68	-----
School-houses built within the year..	303	269	-----	34
Whole number of public schools.....	611, 988	612, 092	104	-----
Number graded .....	1, 233	1, 335	102	-----
Number of high school grade.....	164	161	-----	3
Average time of schools in days.....	151	152	1	-----
Private and church schools.....	774	819	45	-----
TEACHERS EMPLOYED.				
Men teaching in public schools.....	6, 714	6, 804	90	-----
Women teaching in them.....	13, 183	13, 815	632	-----
Whole number of teachers .....	19, 897	20, 619	722	-----
Teachers in graded schools .....	6, 240	6, 680	440	-----
Teachers that attended institutes.....	7, 487	11, 517	4, 030	-----
Teachers in private schools .....	1, 974	2, 069	95	-----
FINANCIAL STATISTICS.				
Average monthly pay of men teaching.	\$51 31	\$52 45	\$1 14	-----
Average monthly pay of women.....	40 44	41 12	68	-----
Whole expenditure for public schools..	9, 628, 186	10, 198, 928	570, 742	-----
Amount of State school fund .....	9, 437, 714	c9, 450, 280	12, 566	-----
Valuation of public school property..	21, 038, 489	d22, 340, 069	1, 301, 580	-----

*a* This is the number of days in the Illinois school year, instead of the 100 days of some States.

*b* This is the number of *buildings* occupied by schools.

*c* Excluding the funds of the University of Illinois.

*d* Excluding the value of the property of the State educational institutions.

(From the published report of Hon. Henry Raab, State superintendent of public instruction, for 1883-'84, and from statistics for 1884-'85, furnished by him in advance of publication.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The figures of the preceding table show a clear and large advance at almost all important points of the State school system, the increase in enrollment in graded public schools going far beyond the increase in the number of children of school age, the whole number enrolled in public schools, notwithstanding a falling off of 3,648 in ungraded ones, being 10,106 beyond that of 1883-'84, the increase of enrollment in private and church schools very nearly counterbalancing the decline in the enrollment in ungraded public schools. School districts with school terms of 110 days or more increased. District libraries increased, too, by 48, the volumes in them by 21,277, and thus provision was made for much more intelligent school work in many lines. The number of school-houses built within the year was 34 less than in the preceding year; but, notwithstanding this, the whole number reported was 68 greater; the number of public schools, 104 greater; the number graded, 102 more; while private and church schools show an increase of 45. Teachers increased in number in apparently a fair proportion with the increase of schools; those that attended institutes, and thus sought preparation for a higher usefulness, being 4,640 more than in the preceding year. Teachers' pay was somewhat better than it had been, and there was an increase of \$570,742 in expenditure for all public school purposes; the State school fund was augmented by \$12,566, and the State school property largely increased in value.

## ADMINISTRATION.

For the State there is a superintendent of public instruction, whose duty it is to report biennially to the governor; for each county, a superintendent to visit schools, note the methods of teaching and discipline, and assist in improving them; while in each township a board of 3 trustees has charge of public school property, and under certain restrictions may divide or create districts in which 3 school directors have control. All these officers are elected by the people; the State and county superintendents for 4 years; the others for 3 years, with possible annual change of 1. Women are eligible to school offices.

The common schools are free to all youth 6 to 21 years of age, irrespective of color. The studies and text books are determined by the local school officers; but no sectarian instruction is allowed, and no change of text books oftener than once in 4 years. The minimum school period which will entitle districts to a share of the school fund is 110 days of actual teaching in each year. A compulsory law demands the attendance of all children 8 to 14 years of age upon public or private schools for at least 12 weeks of each year, unless excused for reasonable cause.

## SCHOOL FINANCES.

An Act of May 3, 1873, made the annual levy for State schools \$1,000,000, in lieu of a former 2-mill tax. To this are added 3 per cent. of the proceeds of sales of public lands, less 1-6 part, and the interest on the surplus revenue fund.

Districts, villages, and cities may add to their share of these State funds the proceeds of local taxes, not to exceed 2 per cent. for educational purposes and 3 per cent. for buildings. They may also, after all school expenses have been paid, use any surplus funds remaining from such sources to purchase libraries and school apparatus.

## NEW LEGISLATION.

At the legislative session of 1885, county superintendents, in addition to the duty, previously devolved on them, of visiting each school in their several counties at least once a year, were required to spend at least half of their time in visitation of ungraded schools. The condition attached to their former visitation—"if so directed by the county board"—was, at the same session, annulled, making the duty imperative.

The previous power of county boards to limit the time spent in these visitations was restricted to counties having not more than 100 schools; and even in such counties the time spent was made to be from 150 to 200 days, according to the number of schools to be visited.

Each superintendent of a county was also authorized, with the approval of his county board, to employ an assistant or assistants; was allowed \$1 a day for special expenses of visitation, and was to have a suitable office and proper supplies for it, as in the case of other county officers.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

Chicago, under a law for cities with more than 100,000 inhabitants, and other incorporated cities with populations from 100,000 down to 2,000 are authorized to elect for their schools boards of education, with power to examine and employ teachers, to prescribe their methods of instruction and course of discipline, and, in the case of Chicago, to determine the studies to be pursued and the school books to be used. These boards generally delegate to superintendents of their own selection the supervisorship of their several school systems.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Alton.....	8,975					
Aurora a.....	11,873	3,894	2,378	1,542	45	\$37,791
Belleville b.....	13,404	4,774	2,489	1,866	43	34,807
Bloomington.....	17,180	6,868	3,106	2,303	72	52,783
Cairo.....	9,011					
Chicago.....	503,185	d 169,384	e 79,276	e 57,994	e 1,214	1,980,246
Danville.....	7,733	3,545	2,317	1,589	42	37,563
Decatur.....	9,547	4,323	2,453	1,857	35	41,264
Edgin.....	8,787	3,065	1,965	1,365	35	49,321
Freeport.....	8,516	4,163	1,600	1,300	35	29,233
Galesburg.....	11,437					
Jacksonville.....	10,927	3,775	1,613	1,427	36	25,713
Joliet.....	11,657					
La Salle.....	7,847					
Moline f.....	7,800	2,455	1,746	1,101	31	31,333
Ottawa.....	7,834	3,213	1,643	1,233	30	24,286
Peoria.....	29,259					
Quincy.....	27,263	c 9,993	3,887	2,540	60	46,117
Rockford g.....	13,129	5,600	2,000	1,660	52	49,952
Rock Island.....	11,659		2,159	1,614	42	34,496
Springfield.....	19,743	d 9,936	3,140	2,496	63	60,422

a These statistics are for school district No. 5, except population, which is that of Aurora city proper.

b Including West Belleville village.

c School census of 1882.

d School census of 1884.

e Not including 7,190 enrolled in evening schools, 1,895 in average attendants on them, or 122 teachers in them. These added make a total of 86,466 enrolled, of 59,889 attendants on an average, and of 1,366 teachers in all public schools of the city.

f These statistics, except population, are for school district No. 2, which does not include the whole of Moline city. Population of this district July 1, 1885, 7,742.

g These statistics, except population, are estimated by the superintendent, from lack of records.

## ADDITIONAL PARTICULARS.

*Aurora*, school district No. 5, not before reported, presents for 1884-'85, as may be seen, a fair enrollment for the year, and an average monthly enrollment of 1,785. The grades of instruction reached up to a high school, in which were 111 pupils of both sexes. No note of other than public schools appears.

*Belleville* reports 5 different school buildings with 2,400 sittings for study, an average daily attendance of 43 pupils to each teacher, and no change of teachers during the year; monthly teachers' institutes fairly attended, a majority of the teachers attending also the meetings of the county teachers' association and the Teachers' Summer Institute, with obviously beneficial results. Six teachers of German, of whom the superintendent appears to have been one, held special monthly meetings. Besides the 2,489 different children in the public schools, there was an estimated enrollment of 650 in private and parochial schools, an increase of 217 in the former, and of 90 in the latter. Public school property was estimated at \$109,000, including the 5 buildings above noticed.

*Bloomington*, with 10 school buildings, had 2,900 sittings, somewhat more than enough for the average daily attendance of 2,303, and valued public school property at \$245,200. No schools other than public are reported. These covered the usual primary, grammar, and high school grades.

*Chicago*, steadily advancing, presents an increase of 3,232 in enrollment in the public schools over 1883-'84, of 2,436 in average attendance in them, and of 73 in teachers employed, all exclusive of the city evening schools, the statistics of which have been sepa-



rately given. These evening schools were opened October 6, 1884, and continued till March 13, 1885, employing 97 male and 25 female teachers, and having a total enrollment of 7,190, with an average attendance of 1,895, about one-fourth of them being females. One of the schools was an evening high school, with an enrollment of 264 in the first week of its session and of 517 in the last week but one, in which the average attendance was 82.6; another was at the Newsboys' Home, where the enrollment for the week was 63 and the average attendance 28.8.

Music, drawing, and German entered into the courses of the city schools; but Greek, which had been dropped from the high school course, does not appear to have been restored, though a petition for partial restoration of it was made at the opening of the year.

*Danville* increased its public school population by 86, enrollment in its public schools by 80, average attendance in them by 27, teachers by 2, expenditure for city schools by \$1,717. The average per cent. of attendance in 1883-'84, based on average belonging, was 91.47, an excellent showing. No statement of it for 1884-'85 has been received. The schools were taught in this latter year 190 days out of the 195 in the school year, and included primary, grammar, and high departments, with 2,500 sittings in 6 buildings, rated, with furniture and apparatus, at \$115,800. No special teacher of music, drawing, or penmanship appears. Enrollment in other than public schools, 613.

*Decatur*, with 285 additional school youth, presents comparatively little increase of enrollment or average attendance, and 5 fewer teachers, but added \$13,352 to its previous expenditure for public schools. Days in its school year 180, of which 178 were utilized in the 6 different school buildings with 1,844 sittings. Departments, primary, grammar, and high. Enrollment in other than public schools was 350, an apparent increase of 50. No note of a special teacher in music, drawing, or penmanship.

*Elgin*, from some cause unexplained, indicates a decline of 1,520 in school youth, and of \$787 in expenditure for public schools, though there was an increase of 34 in enrolled pupils, of 63 in average daily attendance, of 6 in teachers, and of 93 in attendance upon private and parish schools, of which there were 3, with 21 teachers and 757 pupils, making, with 1,965 in public schools, a total of 2,722 enrolled out of 3,695 of school age. The public schools included a high school.

*Freeport*, with 1,233 additional school youth, and no report of other schools than public, shows only 47 more enrolled and 19 more in average daily attendance, with 2 more teachers; yet \$3,885 more expenditure for schools appears, and a total of \$8,326 for sites, buildings, furniture, and apparatus. The buildings reported were 5, with 1,860 sittings for study in primary, grammar, and high grades. German was taught by a special teacher, and there was also a teacher of a training school or class, respecting which no other information comes.

From *Galesburg* there is no report of anything beyond that of 1883-'84, when, with 4,678 school youth, there were 2,096 enrolled, 1,536 in average attendance, under 37 teachers; expenditure for public schools, the only ones reported, reaching \$23,304.

*Jacksonville*, not having presented its statistics for the 3 past years, has to stand for the present uncompaired with its former self, unless we go back to 1880-'81, when its school youth numbered 82 less than those now reported, its enrollment 282 more, its average attendance 60 less, and its expenditure for school purposes \$8,174 greater than the present return shows. Per contra, there are now 8 school buildings presented, instead of 7, and school property is rated at \$300,000 instead of the former \$160,000. The grades of schools reach from primary to high, there being 39 rooms for both study and recitation, while in the grammar and high each there was one for recitation only. Within the year \$551 was spent on the buildings. No special teacher or teaching reported.

*Joliet* makes no report for 1884-'85, and therefore holds by its record of the preceding year, when, out of 5,783 school youth, 2,938 were enrolled in public schools, with an average daily attendance of 1,995 under 51 teachers, the expenditure for all school purposes reaching \$69,297.

*Moline* presents a printed report, its 12th annual one, which, compared with that of 1883-'84, shows an increase of 102 in school youth, of 32 in enrolled pupils, and of 2 in teachers, but a decline of 58 in average daily attendance and of \$8,312 in expenditure for its city schools. The night schools reported in 1883-'84 appear to have been dropped, but the industrial exhibit, meant to develop in useful and ornamental lines the faculties of pupils in the day schools, was renewed and proved highly successful. The articles presented by the pupils consisted of a plow model, a sailing vessel, a circular saw and table, a well sweep and bucket, a sled, articles of furniture and clothing, miscellaneous household articles, bread, cakes, pastry, examples of wood carving, practical carpenter work, hand sewing, crayon work, drawing, painting, and decoration. Receipts at the door of the exhibition rooms, in addition to some remaining funds from the preceding year and a small subscription from manufacturers, met all expenses, and enabled those in charge of the exhibition to give successful competitors various prizes to stimu-

late to future work. The amount of cash prizes awarded was \$159.50. The superintendent says that the low average age of the successful competitors indicates that hand training may and should be begun at a very early age.

*Ottawa* makes return of 3,218 school youth in 1884-'85, of 1,648 enrolled in public schools, and of 1,258 held in average daily attendance; this indicates a decline of 62 in youth, of 9 in enrolled pupils, of 13 in average daily attendance, and an increase of \$1,523 in expenditure for public schools. Drawing was taught by the regular class teachers, and music by a special teacher. The grades in the 7 different school buildings reported were only primary and grammar, but there was a township high school within reach for such as desired that grade of instruction. In 3 private and church schools were about 300 sittings additional to the 1,415 of the city system.

*Peoria*, not having responded to requests for report or return, can only be presented through its statistics of 1883-'84, which indicated 10,972 school youth, 6,241 enrolled in city schools, 4,111 in average attendance, and 108 teachers. Expenditure for school purposes, \$124,040.

*Quincy*, besides the statistics in the foregoing table, reports 2,100 in private and parish schools, and indicates in other figures an increase since 1882-'83 of only 43 in public school enrollment, but of 205 in average daily attendance, with \$155 less expenditure for school purposes. One additional school room was furnished in 1884-'85, but indebtedness on account of past expenses made progress in such work slow. The teachers continued their semi-monthly meetings required by a rule of the board of education, and in the last half of the year met also once a week for lessons in reading and elocution. Music and drawing enter into the school studies throughout the course.

*Rockford* presents only approximate statements as to school statistics. These indicate a considerable decline at all points, which subsequent information may perhaps alter. Its school buildings numbered 11, with 2,000 sittings. Grades, primary to high.

*Rock Island* does not state the number of its children of school age, but, as indicated in the table, shows an apparently fair proportion of its youth enrolled and in average attendance, under 42 teachers. The schools were graded as primary, grammar, and high. Music and drawing were taught by special teachers. In 15 private and parish schools were about 800 sittings.

*Springfield* indicates an enrollment of 186 more pupils in its public schools than in the preceding year, and an increase of 124 in average daily attendance. The reported expenditure of \$60,422 for these schools—primary, grammar, high, and training schools—was \$1,720 more than that of the preceding year. The city has a regular course of study for its teachers, including—besides a careful review of common branches—drawing, penmanship, language, literature, history of art, history of education, mental science, and pedagogy. At first it was meant that this course should extend through several years and lead to permanent certificates for such as successfully completed the several departments of it, as well as bring increase of salaries proportioned to the advance made by each teacher. A decision of the supreme court that legal examinations must be made by the county superintendent has somewhat hindered this, but it is kept in mind and acted on as far as may be.

A training school to prepare teachers for the city schools, with a course occupying one hour daily in methods of teaching, mental science, and pedagogy, was instituted in 1882 and has been since continued. After graduation from this school the pupil teachers become principals' assistants, and serve also as substitutes in the absence of regular teachers, for another year, when the full responsibilities of a class teacher may be assumed with fair hope of success.

#### COUNTRY SCHOOL SYSTEMS.

For a graduating system in country and county schools, see the report of the Commissioner preceding.

#### KINDERGÄRTEN.

The *Chicago Free Kindergarten Association* was established in 1880, with two prime aims: first, that of founding and maintaining a free normal and training class of kindergartners; second, that of extending as far as practicable through the city and elsewhere a system of free kindergärten. Its fifth annual report shows that in February, 1885, 6 young ladies completed their certificate course in the normal class. The directors had decided to discontinue this February class and made no effort to secure new members in place of these 6. But so many applied for admission that a class was finally formed in March, numbering 19 members, of whom 2 had to abandon the work because of ill-health and 2 others left the city, reducing the number to 15. At the closing exercises of the June graduating class, 27 certificates and 18 diplomas were awarded to as many young ladies, of whom 21 are reported as in active service, making a total of 55 out of 80 graduates of the normal classes engaged in either public or private kindergarten work. Later on 12 free kindergärten are reported as belonging to the system conducted under



the auspices of the association in Chicago and its immediate vicinity up to July, 1885, when another was established for the summer, free to the children of all sojourners at the "Old Hotel," Lake Bluff, where the average daily attendance of such children was 40. Total number in all the kindergärten of the association for the year, 1,771, of whom 997 were girls, and 774 boys.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Illinois requires of those who wish to teach in its free schools, (1) a fairly proven moral character, and (2) a certificate of literary qualifications from one of the following sources: from an examining board of education in the village or city in which they desire to find employment; from a county or State normal school; from a county superintendent; or from the State superintendent. Those from the county superintendents are of 2 grades, both valid only in the county where they are given: a first grade for two years, a second grade for one year. Those from the State superintendent are granted only on public examination, in such branches, on such terms, and by such examiners, as the superintendent and the principals of the State normal universities may prescribe. So given, they are valid throughout the State during good behavior of their holders.

### STATE, COUNTY, AND CITY SCHOOLS FOR NORMAL TRAINING.

To qualify teachers for effective work in its free schools the State sustains 2 normal universities—the *Illinois State Normal University*, at Normal, and the *Southern Illinois Normal University*, at Carbondale. Both impart instruction in the science and art of teaching and in all the studies pertaining to a good school education, from primary to high, with ample mathematical and scientific training, and with Latin and Greek optional at both, German and French optional at Carbondale. Each school has a 3-year regular course, the Southern offering also a fourth and a 1-year graduate course. Each has a model department. No note appears of the former summer normal institutes held for teachers already in the field. To enter the regular courses applicants must prove their intellectual and moral fitness for admission, and must pledge themselves to spend 3 years in teaching in the State public schools, or be liable to the payment of fees for tuition.

*Cook County Normal and Training School*, Normal Park, established in 1867 to furnish competent teachers for the schools of that important county, comes under a law of 1869 authorizing such county schools, and aims to prepare its pupils for especially thorough work. Under the lead of 2 excellent successive principals, the present one, Colonel Parker, of Quincy fame, it has obtained high reputation for success in such preparation. Like the 2 State schools, it admits both sexes to its faculty and teachings. Course, 4 years, including practice in a training department each year. The highest class is now a professional training-class, given wholly to normal work.<sup>1</sup>

For statistics of these 3 teachers' seminaries, see Part 1, Table III, of the Appendix.

The city of Springfield improved in 1883-'84 its course of study for teachers, making it embrace the branches usually prescribed for State certificates, and also mental and moral science, pedagogy, and history of education. It further prescribes that every year 2 branches taught in the public schools shall be thoroughly reviewed, and that not only the subject-matter, but also the principles and methods of teaching each branch, shall be an essential part of the course. A bi-monthly institute is held during the school session, for discussion and review of all the important elements of good teaching. The city training school, before reported, was continued in 1884-'85, with apparently 5 candidates for teachership and a principal. These candidates come from the high school and have a 2-year course of work and instruction.

### OTHER NORMAL TRAINING.

The kindergarten normal class of the *Chicago Free Kindergarten Association* was continued in 1884-'85, under a new principal, with a total attendance of 33, of whom 31 remained at the date of the annual meeting. The course for a certificate is of 10 months in Froebel's Philosophy of Education, and practice with the kindergarten gifts and occupations; for a diploma, 5 months more of practice work in the schools of the association, attendance on an advanced course of lectures on the history and philosophy of education, and a proven ability to successfully organize and conduct a kindergarten. For this last there are opportunities to practice in 13 kindergärten of the association.

Teachers' courses of a year each are reported at Jennings Seminary and Aurora Normal College, Aurora; at Western Normal College, Bushnell; and at Morris Normal and Sci-

<sup>1</sup> The president of the Chicago board of education strongly recommends the establishment in that city of a training school for persons desiring to teach in the primary schools, and would require a certificate of qualification from such training school before appointing any new applicants for positions as teachers in these primary schools. His recommendation was put on record for consideration, but does not appear to have been decisively acted on.



entific School, Morris. At the Danville Normal Kindergarten Training School and at the Teachers' Training School and School of Individual Instruction, Oregon, the time, in ordinary cases, appears to be a year or more. At the Northern Illinois Normal School, Dixon, the course is of 2 years; at the Northern Illinois College and Normal School, Fulton, of 1 year, with an option as to longer continuance for a certificate of higher grade.

Hedding, Carthage, Eureka, Ewing, German-English, Illinois, McKendree, Monmouth, Mt. Morris, Chaddock, Shurtleff, Westfield, and Wheaton Colleges, and Lincoln University, have normal courses of 3 months to 3 years; Northwestern University, a normal class each term, with lectures 1 hour a week.

For statistics of normal schools, see Table III of the Appendix.

#### TEACHERS' INSTITUTES.

Each county superintendent is required to hold annually a teachers' institute, with a session of at least five days, and two or more adjoining counties may hold an institute together. These institutes are generally held in the summer recess of the public schools, and county boards are authorized to make appropriations for them. Instruction at such institutes is free to teachers that hold certificates good in the counties where they are held; others pay a fee of \$1, unless such fee has been paid before without securing a certificate.

#### EDUCATIONAL JOURNALS.

The *Word-Carrier*, a monthly publication, meant to aid educational influences among the Indians in the Northwest, continued its issue from a Chicago press in 1884-'85, being then in the 2d volume of its new series. The *Practical Teacher*, from a like press, had Col. F. W. Parker's vigorous editorship in its 8th volume, from September, 1884, to June, 1885, with fair prospects of continuance; while the *Present Age*, going on from January 3 to June 12, 1884, seems to have then ceased. The *Schoolmaster*, which had taken in June, 1884, the additional title of "*Intelligence*," dropped the former name and retained the latter, passing into its 5th volume January 1, 1885. It is a semi-monthly. From its office and under the same editor, Mr. E. O. Vaile, came also the *Week's Current*, meant to give fresh educational and general news for schools and families. The *New Method*, a monthly, published first at Chicago and afterward at Englewood, in the interest of a school for the cultivation of the sense of hearing in the deaf, seems to have closed its first volume in October, 1884. Additional to these appears, also from Chicago, the *Correspondence University Journal*, organ of that university, which proposes to furnish instruction by correspondence to any person, in any study. This was in its first volume at the close of 1884, and began a second, January, 1885.

Besides these Chicago journals, there still appeared from Normal, Ill., the *Illinois School Journal*, which was in its 4th volume from May, 1884, to April, 1885; and from East Illinois College, Danville, the *Normal Mirror*, in its 2d volume.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The boards of education in incorporated cities and villages are substantially authorized to establish high schools by a permission given them to establish "schools of different grades." School townships may have them, through a majority vote in favor of establishing them, after notice given of a vote upon the subject fifteen days before the time for an annual election of a trustee or trustees. Number of high schools reported in 1884-'85, 160.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The chief collegiate institution of this State has been, since 1868, the Illinois Industrial University, Urbana. In June of 1885, an Act of the legislature, to take effect July 1 of that year, changed this title to the *University of Illinois*. The change appears to indicate an idea that the agricultural, engineering, and natural science courses, which belonged to it as one of the land grant colleges of 1862, may possibly have overshadowed the literary and liberal ones, and that a State University must be broad enough to take all such studies in with equal welcome. Place has been given these in a School of English and Modern Languages and a School of Ancient Languages and Literature, which form a "College of Literature and Science" and prepare for the general duties of life, or for any business that requires literary and scientific training. The arrangements for these lines of study appear to be excellent, but the drift at the University is evidently much more toward technical and modern language studies than toward the old classical curriculum. Of 330 students in 1883-'84, the studies of 294 are indicated, and of them

186 were in agricultural, engineering, architectural, chemical, or natural science courses, 94 in modern languages, and only 8 in Latin and Greek. In 1884-'85 the studies of 322 are indicated, and of them 205 were in the technical studies above mentioned, 102 in modern languages, and only 4 in ancient languages.

In Table IX of the Appendix may be found the statistics of 29 other universities and colleges in this State. In most cases their work seems to be done with fair facilities, good courses, sufficient buildings, and at least living means. But in too many other cases there is evidently a struggle for existence, in which, every few years, some drop away, while others only tide over their difficulties through special aid from friends. Such aid came to the amount of \$109,870 for 9 colleges in 1884-'85, as may be seen in Table XXIII of the Appendix.

Of the 29 colleges referred to, 16 offered normal courses of three months to three years; 21 had business departments; 3, arrangements for instruction in stenography; 2 trained for type-writing; one of these last, Saint Viateur's, and also Westfield College, in telegraphy; and nearly all in French, German, music, and art. Illinois Wesleyan University had post-graduate and non-resident courses; also a department of physiology and health; Knox College, physical training and military drill under an army officer, to secure robust health.

A new institution for superior instruction, the *Correspondence University*, received in January, 1885, a charter from the legislature of Illinois. Having united with it the Correspondence University of Ithaca, N. Y., it presents for 1884-'85 a faculty of 36 or more professors, each of repute in some special line, to which his instruction will be specifically directed. This instruction is to be by correspondence, and to embrace preparatory, collegiate, and post-graduate studies, leading to the degrees of A. B., Sci. B., Lit. B., Ph. B., &c., according to the subjects pursued and the attainments proven. The seat of the University, for correspondence, is at 162 La Salle street, Chicago. Its teaching force is composed of professors and instructors connected with many of the best colleges of the United States. The topics for study embrace the sciences, arts, mathematics, languages, philosophy, history, political science, law, and theology.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Nearly all the colleges for young men in this State, including the University, are open also to young women. In Table VIII of the Appendix may be found the titles and statistics of colleges especially for young women, the instruction in most of which is apparently of fair collegiate character, though not of the highest type. Of these the Woman's College, Evanston; Knox Seminary, Galesburg; and Ferry Hall, Lake Forest, are departments, respectively, of Northwestern University, of Knox College, and of Lake Forest University, occupying buildings separate from the institutions with which they are connected. Another, St. Mary's School, Knoxville, lost its buildings by fire in 1883, but prosecuted its work in a neighboring college building, and now presents an elegant new structure, among the most beautiful of its kind in all the West.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

At the *University of Illinois* the scientific courses provided are in agriculture, engineering, natural science, and military science. For the prosecution of these and other courses a wide range of studies is presented, from which each student is expected to select at least 3, affording as many class exercises daily. To secure a diffusion of the sciences relating to great industries, it is required that at least one of the 3 studies be chosen from a list of 45 different ones presented, that cover almost the whole field of industrial training. Aids to such training are provided in a spacious mechanical building and drill-hall, with large appliances for practical work; a chemical building with 5 laboratories; a veterinary hall; a museum of zoology and geology, as well as one of engineering and architecture; a school of art and design; and a domain of 623 acres, including a stock farm, experimental farm, orchards, gardens, nurseries, &c.

Nearly all the denominational colleges in the State have scientific courses, usually of 4 years, but none of them equal in thoroughness those presented by the University. The Dearborn Observatory, of the University of Chicago, though painfully embarrassed by the financial difficulties of that university, continued its careful astronomical observations, and appears to have done very serviceable work.

The *Sugar Grove Industrial School*, Kane county, is understood to have gone forward with its training in scientific agriculture and horticulture, in connection with school studies.

The *Chicago Manual Training School*, next only in interest to that of Washington University, St. Louis, was substantially in its second year of work in 1884-'85, the school exercises having begun in February, 1884. For this second year 77 new students were



added to the 66 of the first year, making, with 4 in a partial course, 147, under 7 professors and instructors. The object of the school continued to be "instruction and practice in the use of tools, with such instruction as may be deemed necessary in mathematics, drawing, and the English branches of a high school course." The full work contemplated includes carpentry, wood-turning, pattern-making, iron-chipping and filing, forge work, brazing and soldering, the use of machine shop tools, and such other like instruction as may be deemed advisable. The working hours are divided, as equally as possible, between manual and mental exercises.<sup>1</sup>

#### PROFESSIONAL.

THEOLOGICAL TRAINING appears to have been continued in the 22 colleges and seminaries mentioned in the reports from this Bureau for 1882-'83 and 1883-'84, sixteen of them having 3-year courses, usually following a collegiate one; 3, courses of 2 years; St. Viator's gives some theological instruction in its general course; at McKendree College, Lebanon, a complete course in systematic theology is proposed.

The full titles of all these, with their location, denominational status, and reported statistics, may be found in Table XI of the Appendix.

The *Presbyterian Theological Seminary*, Chicago, is understood to have received from Mrs. Cyrus H. McCormick, of that place, \$100,000 in 1884-'85, making about \$300,000 from her and her husband, besides some large donations from other members of the family.

LAW SCHOOLS with 2-year courses were still existent in 1884-'85 at the Bloomington College of Law of Illinois Wesleyan University, Bloomington; at the Union College of Law of Northwestern University; at the University of Chicago, with its seat at the latter place; at McKendree College, Lebanon, and at Chaddock College, Quincy. The first had still no preliminary examination to test the qualification for such study; the others required evidence of at least a common-school education.

MEDICAL TRAINING was carried on, as before, in fair courses, by the Rush Medical College, of Chicago; the Chicago Medical College; the Chicago College of Physicians and Surgeons; the Woman's Medical College, of the same city; and the Quincy College of Medicine, a department of Chaddock College, Quincy—all of the regular school.

Of the eclectic school, the Bennett College of Eclectic Medicine and Surgery, Chicago, was still the only representative.

The homeopathic included, as before, the Hahnemann Medical College and Hospital, Chicago, and the Chicago Homeopathic Medical College.

All these schools require at least a good common-school education as a preparation for entrance on their courses, with three years of study under a medical preceptor, and from 20 to 26 weeks of clinical and lecture teaching in 2 of these 3 years. At the Chicago Medical College the lecture courses cover 3 years of graded studies. All combine clinical with lecture training.

PHARMACEUTICAL INSTRUCTION is understood to have been maintained at the Chicago College of Pharmacy, with the usual requirements of 4 years' experience, and attendance on 2 lecture courses of 5 months each, in order to graduate as a licensed pharmacist.

MIDWIFERY had from 1880 to 1883 a representative school at Chicago, with a 22 weeks' annual course, but subsequent information respecting it is wanting.

#### SPECIAL INSTRUCTION.

##### TRAINING IN ART.

The *School of Art and Design of the University of Illinois* affords the students of the several colleges which form that university, (1) an opportunity to acquire such a knowledge of free-hand drawing as their chosen courses may require; (2) facilities for pursuing studies in industrial designing, or other branches of fine art. The course is of 4 years: the first 2 in the general principles of art and design, the last 2 in special designing and painting. The study of plane geometry and projection drawing is recommended as a preparation for the course.

At the 12 institutions for the higher instruction of young women which may be found in Table VIII of the Appendix, there are arrangements for teaching drawing and painting, and like arrangements in about the same number of colleges for young men or for both sexes, the young lady students being especially patronizers of these arts.

The art schools of Chicago embrace now, according to official information, the *Art Institute*, formerly called the Academy of Fine Arts, and the *Society of Decorative Art*, a former Academy of Design being, at least for the present, in abeyance. The Art Institute has been substantially maintained since 1879 by a group of well-known business

<sup>1</sup>That this school and the St. Louis one have met or anticipated a real need, appears from the fact that, closely following them, have come others of like character in Boston, Baltimore, New Haven, Omaha, Philadelphia, and Toledo, with one at Tulane University, New Orleans.



men, who manage its affairs through an executive committee of 7 members under a board of 21 trustees. Artists are eligible to membership on the same terms as others, that is, by election and payment of fees, or may be made honorary members, exempt from dues and with the privileges of members, except the right to vote. The regular members number about 100. Annual members, who pay \$10 a year, are entitled to admission, with their families, to all exhibitions, receptions, and public entertainments. The instruction at the institute is mainly in academic art; that is, drawing from the antique and from life, with painting from life and from objects in crayon, oil, water-color, and other mediums. The classes include antique (day and evening) costumed life, nude life, perspective, artistic anatomy, modeling in clay, compositions, still life, time-sketching, ornamental designing, and juvenile classes.

Other information, courteously furnished, belongs properly to 1885-'86, and will be presented in the report of this Bureau for that year.

A society of decorative art has rooms in the Art Institute building.

#### TRAINING IN MUSIC.

At the State University music does not enter into the regular courses; but as many students, especially young women, desire instruction in it, the trustees of the university select competent teachers, present an outlined course, and set apart rooms for piano and vocal music, voice culture, and other exercises. The example of the university in this respect is followed by 17 of the colleges for young men or for both sexes, and by all of those for young women.

A college of music at Chicago is reported as projected for 1885-'86. Of the "National Normal Music School," Chicago, and of one at Eureka, there is no report, unless the latter be the music school of Eureka College.

#### EDUCATION FOR PRODUCTIVE MANUAL WORK.

Under the head of "Scientific and professional instruction" something has been said of the instruction in agriculture and horticulture given at the Sugar Grove School, Kane county, in addition to public school training, and at the Chicago Manual Training School. Besides this, instruction in cooking is said to have been successfully and scientifically given by Mrs. Ewing, president of the Chicago Cooking Schools and follower of Miss Corson in the conduct of them, while at Moline, as may be seen under what relates to city systems, there is considerable encouragement of elementary industries.

#### EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, continued its work in the same lines as before, beginning September, 1884, with 491 pupils, under 29 teachers, including the superintendent, in its literary and art departments, besides 6 in its industrial departments. Later information shows a total of 580 pupils in the year that closed December 31, 1884.

The *Day Schools for Deaf-Mutes* connected with the city school system of Chicago, are an adjunct of that system rather than a part of it, being sustained from a fund specially appropriated for the purpose by the legislature of the State. The instruction in them embraces elementary studies mainly, with training in morals and manners and the manual and oral methods of speech. Instructors in 1884-'85, 6, including principal.

The *Voice and Hearing School for the Deaf*, at Englewood, noticed in the last report from this Bureau, found such favor from the success of its methods for developing a sense of hearing in the deaf that in little more than a year from its opening, in October, 1883, it had reached the limit of its accommodations. The substance of its plan is to have ever present with the child an intelligent instructor ready to direct both play and study, and to see that what is learned in the school is used out of it; to suggest the word and help out the sentence which is struggling for expression; to use the numerous blackboards, impressing correct forms by frequent writing or picturing, and in every possible way endeavoring to make speech attractive and desirable.

#### EDUCATION OF THE BLIND.

The *Illinois Institution for the Education of the Blind*, Jacksonville, has literary, musical, and industrial departments—the first with 7 teachers, the second with 4, the third with 2, besides a principal. Two matrons have charge of the domestic arrangements. Pupils enrolled in 1883-'84, 168, from 75 counties.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, at Pontiac, receives and trains in the lines above-named, as well as in school studies, boys, 10 to 18 years of age committed to it by the courts. While there, they attend school 4 hours daily and work 6 hours on week days.

Very gratifying improvement in many of the boys is reported, and in a considerable number a complete and lasting reformation. The State Board of Charities gave 308 as the average number of inmates for the year ending October, 1884.

The *Illinois Industrial School for Girls*, Evanston, a private benevolence, furnishes a home for dependent girls under 18 years of age; teaches them numerous branches of industry; gives them a good common school education; and thus lays a basis for respectable self-support. Homes are secured for those that leave. It is said that 94 out of 100 of those that have had this training, with the various good influences attending it, have proved the good effect of it by leading honest and industrious lives. The number in 1883-'84 was 78, of whom 47 remained October 1, 1884. In July, 1885, 73 were reported.

#### EDUCATION OF THE FEEBLE-MINDED.

The *Illinois Asylum for Feeble-Minded Children*, Lincoln, aims at the development of the intellectual, moral, and physical faculties of the class for which it is intended, and has done much effective work in this direction. The kindergarten training introduced in 1883-'84, with other object teaching, has aided greatly in developing the interest and the perceptive powers of the children, as have pleasant Sunday exercises, with singing and short talks. Dancing and other amusements brighten the Monday evenings. Introduction of industries fitting for partial self-support has been hindered from want of workshops, but is hoped for at an early day. Inmates September 30, 1884, 317.

#### EDUCATION OF ORPHANS.

For the shelter of orphan and homeless children, and for due training of them with a view to decent self-support, 15 institutions under private or church direction were reported by the State Board of Charities at the opening of 1884-'85.

At the *Illinois Soldiers' Orphans' Home*, Normal, the State Board of Charities reported an average of 317 inmates for 1884. September 30, 1884, the number reported by the trustees as actually present was 353; total for the year then ended, 572.

#### EDUCATIONAL CONVENTIONS.

##### ILLINOIS ASSOCIATION OF COUNTY SUPERINTENDENTS.

The annual meeting of this body was held at Springfield, December 29-31, 1884, the same time as the State Teachers' Association. The only paper read the first day was on the question whether county superintendents should encourage school exhibits at county fairs. The writer and reader, Charles J. Kinnie, of Winnebago, answered the question in the affirmative. The question, "Shall the county institute have a model county school consisting of teachers or of pupils?" was also discussed. The answer, from at least Superintendent Anderson, of Perry, was in favor of the latter, as he held it wrong to try to practice upon grown people as if they were children. Real and live children were used by teachers in his county to practice teaching.

The morning session of the second day began with a paper on "The necessary steps to be taken in the introduction of a course of study in country schools, and how to overcome the difficulties." In the afternoon the question was, "What should an outline of study for country schools comprise?" For more on this point, see report of Commissioner.

Wednesday morning was occupied with expressions of opinion as to the proper testing of the professional skill of applicants for county teachers' certificates, Mr. Hood, of Randolph, opening. Mr. Trainer, of Macon, then called attention to elementary work and foundation principles. Mr. S. Y. Gillan said that he favored oral examination and placing the teacher in the position of questioner. At the final session in the afternoon there were adopted resolutions in favor of annual school exhibits; of a comparative examination of country schools and schools of villages, with exhibits of at least a portion of the work; of an increase in the pay and visitatorial time of county superintendents; of a rebuilding of the burned Southern Normal School and the erection of another normal school in the northern section of the State; and of the institution of an Illinois Teachers' Reading Circle.

##### ILLINOIS STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of this body was held in the Representatives' Hall of the State Capitol, Springfield, December 29-31, 1884, the heart of the school year 1884-'85. The address of welcome was by State Superintendent Raab; the annual address by the president, Professor M. Andrews. Miss Mary A. West, president of the Illinois Woman's Christian Temperance Union, then urged, by permission, the need of legislation to secure, in every public school throughout the State, a systematic teaching of the evil effects of alcohol, tobacco, and other stimulants and narcotics on the human system.

The next day the first topic was the proper teaching of language. Mr. O. T. Bright, of Chi-



cago, held the best way to teach grammar to be by conversation between the teacher and pupils, the former aiming to interest the latter in the subject and to induce a careful consideration of the language used; letter writing and composition should be taught on account of their practical usefulness. Miss E. J. Todd, of Aurora, and Professor Metcalf, of the State Normal School, agreed substantially that a child must be taught to study carefully the meaning of expressions, and practically understand the language used, in order to secure accuracy. The neglected art of "oral expression" was next presented by Professor J. H. Brownlee, of the Southern Illinois Normal School, who thought that to read and speak with ease, variety of intonation, and impressive effect, demanded much more thought and effort, in a world of voice, than is at present given to it. "The art of teaching history" was then presented by Dr. S. Willard, of Chicago. His paper was against a mere dry memorizing of chronological dates, and in favor of a live description of the prominent events and characters in history, with steady reference to causes, results, surrounding circumstances, and the like. Mr. S. Y. Gillan, of Danville, thought that the mode of teaching history must depend much on the intelligence and acquirements of the pupils, and vary with the class, age, and disposition of the taught. Those with retentive minds, who catch and remember dates with ease, should have the time of important events drilled into them; others should have only the most essential ones impressed upon their memory. The habits, customs, and condition of the races read about, and the probable effect of these in producing the events narrated, may come in; but it was questionable whether there should be much of this ready-made philosophy of history. He would rather lead a pupil to the facts, and let him catch what ideas he then could as to causes and results. Other speakers thought that geography and history should be taught together.

Amendments to the State school laws were then presented for recommendation at the ensuing legislative session,<sup>1</sup> the main ones being that county superintendents should be allowed pay for their full time, which should be spent in the work of supervision; that assistants should be furnished them wherever it was necessary, and that the expense should be paid by the State instead of by the county.

In the evening a committee on the organization of a State teachers' reading circle was appointed, and, as may be seen further on, such an organization was soon effected.

Dr. Allyn, of the Southern Normal School, then urged that county superintendents should be selected because of their special fitness for the place. They should, he said, be school men and experienced teachers, and should have authority to annul the certificates of incompetents and promote worthy teachers to their places.

The next day the teaching of music and also of morality in the public schools was discussed, as also training in literature, and the relation between the high school and the college or university.

#### ILLINOIS TEACHERS' READING CIRCLE.

At the meeting of the State Teachers' Association, at Springfield, December, 1884, it was resolved by a large portion of the superintendents and teachers present to form a reading circle, similar to those in Indiana and other States. An organization was effected by the election of a board of 6 directors, 2 of them women, and the choice of a president and secretary from this board; teachers to become members on forwarding their names, with 25 cents admission fee, to the manager for their county, or, in failure of such manager, to the secretary of the circle at the central office, Decatur, and pledging themselves to pursue the settled course of study. Local circles were to be formed (ordinarily under the county superintendent as general manager) to meet once a week or fortnight, for reading or discussion. The studies were to consist of an elementary and an advanced course. Those of the elementary course for the first year were to be (1) a study of the child's powers, physical and mental, and the methods of developing these powers; (2) a study of the best forms of school organization and class management; (3) a study of the characteristics of a good teacher, and of his duties as defined by law; (4) a study of the duties of higher school officers as thus defined. Those of the advanced course were, for the same year, to be mental philosophy, history of education, and general history.

It was determined that an examination should be held each year, in each county, under the direction of a county board of managers, who will grade and return to the central office the papers received from members, the questions for this examination to be prepared by the central board and sent to the county boards. To those who complete either the elementary or advanced course for the year to the satisfaction of the board, a certificate will be issued.

#### CHIEF STATE SCHOOL OFFICER.

Hon. HENRY RAAB, *State superintendent of public instruction, Springfield.*

[Term, January, 1883, to January, 1887.]

<sup>1</sup> Several of these have been since secured.



**INDIANA.**  
STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-21) .....	705,863	-----	-----	-----
Colored youth of school age .....	16,988	-----	-----	-----
Whole number of school age .....	722,851	-----	-----	-----
White youth in public schools .....	492,239	-----	-----	-----
Colored youth in public schools .....	8,903	-----	-----	-----
Whole enrollment .....	501,142	-----	-----	-----
Average daily attendance .....	325,499	-----	-----	-----
Per cent. of enrollment to school youth .....	69.33	-----	-----	-----
Per cent. of attendance to school youth .....	45.03	-----	-----	-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported .....	9,491	-----	-----	-----
Districts reporting public schools .....	9,414	-----	-----	-----
Districts without schools .....	77	-----	-----	-----
Schools for colored youth .....	115	-----	-----	-----
Graded schools .....	789	-----	-----	-----
Average school term in days .....	126	-----	-----	-----
Public school houses .....	9,694	-----	-----	-----
Number built within the year .....	340	-----	-----	-----
Private schools in public buildings .....	684	-----	-----	-----
<b>TEACHERS.</b>				
White men teaching in public schools .....	6,739	-----	-----	-----
White women teaching in same .....	6,428	-----	-----	-----
Colored men teaching .....	82	-----	-----	-----
Colored women teaching .....	63	-----	-----	-----
Whole number of teachers .....	13,312	-----	-----	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching .....	} \$39 66	-----	-----	-----
Average monthly pay of women .....		-----	-----	-----
Whole expenditure for public schools .....	4,660,000	-----	-----	-----
Valuation of State school property .....	13,619,561	-----	-----	-----
State school fund available .....	9,339,328	-----	-----	-----

(From report of Hon. John W. Holcombe, State superintendent of public instruction, for the year 1883-'84, and from statistics furnished by him for 1884-'85.)

**STATE SCHOOL SYSTEM.**

**GENERAL CONDITION.**

The printed reports of the Superintendent being biennial, and the last being only brought down to include 1883-'84, little official information is available as to the condition of the public schools during 1884-'85. A perusal of the files of the *Indiana School Journal* and of the *Educational Weekly* for that year shows, however, a healthy condition of educational sentiment. This is indicated, among other ways, by an increased attendance of teachers on the county institutes; by an improvement in the instruction given therein; and by the success attending the teachers' reading circles, recently organized, nearly all the counties having united in the work, the superintendents

taking the management. Throughout the State, it is said, the power and influence of the normal schools and colleges were felt more keenly than ever before.

The district schools, it is claimed, are generally equal to such schools anywhere; but in some counties, particularly in the northern portion of the State, they are injured by a prevailing custom of dividing the school year into a winter and a summer term, employing for the latter a cheaper teacher, on the ground that the pupils attending in summer are young, and that less skill is required to teach young children than those who are older. A movement was made to correct this evil, in at least one county, by providing for a continuous term of 7 to 8 months' school, without change of teacher—certainly a better method.

The plan of school management by township trustees, conferring, as it does, large powers upon one man, while it expedites business, has in the case of a few trustees proved a temptation to fraud too great to be resisted. As a check upon the power of these officers the creation of a board for the purchase of school supplies, or of an auditing committee, is suggested, so that more than one man would know what supplies are furnished, and at what price, before the money is paid out.

#### ADMINISTRATION.

The general public school interests are administered by a State board of education and a State superintendent of public instruction, who is president of the board. Local school affairs are in charge of county superintendents—one for each county, township and city school trustees, and directors for rural districts. The State superintendent is elected by the people for 2 years; county superintendents, by the assembled township trustees of each county for a like term; and township trustees by the electors of the township, also for 2 years.

Trustees may provide separate schools for colored children, but if they do not, such children are allowed to attend the schools for white children; and pupils of colored schools who deserve promotion to a grade not included in these schools, are entitled to enter a white school of that grade.

Teachers must make a full statistical report to the proper trustee at the close of each term, and one-fourth of their wages is withheld until such report is made. Trustees must report annually to the county superintendent, and the latter to the State superintendent, a penalty for failure being provided in both cases. The State superintendent is required to make a full biennial report to the General Assembly, and for the alternate years a brief statistical one to the governor.

#### FINANCES.

Public schools are supported from the income of a common school fund, a Congressional township school fund, the proceeds of a State tax of 16 cents on \$100 and of 50 cents on each taxable poll, and the income derived from liquor licenses and unclaimed fees. Special taxes for school houses, furniture, school apparatus, fuel, and other necessary expenses, may be levied by the trustees of the several townships, towns, and cities; but such taxes must not exceed 50 cents in any one year on each \$100 worth of taxable property, nor \$1.00 on each poll.

#### NEW LEGISLATION.

The editor of the *Educational Weekly*, of Indianapolis, states that the legislature of 1885 made a change in the tax on dogs which may diminish the small revenue for school purposes received from this source. It also provided that where a library established by private donation has a value of \$1,000 or more, and is open for the use of the people of a township, the township trustee may levy annually a tax of not more than 1 cent on \$100, and pay the same to the trustees of the library for the purchase of books. With the consent of the county commissioners, the township trustee may levy and collect a tax of not more than 5 cents on \$100 for not more than 3 years, to assist in the erection or enlargement of a library building when necessary. School trustees that had in certain cities purchased real estate for library purposes, but found that the revenues would not pay for the purchases, were authorized to pay for such property out of any special school revenue.

By another law, the former plan of sending the State school moneys from each county to the capital, and then from the capital back again to the counties, was abolished, and arrangements were made for a transfer to deficient counties of what is needed for their schools, and for a like transfer to the State treasury of the surplus school moneys in the richer counties.

#### SCHOOL SYSTEMS OF CITIES OF 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

In cities with less than 30,000 inhabitants the public schools are managed by boards of 3 trustees, elected by the common council for terms of 3 years, with annual change of

one. In cities of 30,000 or more inhabitants a board of school commissioners, comprising one member from each city school district, is elected by the people. School boards have power to employ a superintendent and to prescribe his duties.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Evansville.....	29,280	17,206	5,931	4,744	143	\$119,945
Fort Wayne.....	26,880	14,712	3,827	2,988	107	72,019
Indianapolis.....	75,056	40,286	18,188	10,488	276	275,927
Jeffersonville.....	9,359	3,682	1,901	1,364	39	22,831
La Fayette.....	14,860	7,600	3,065	1,703	51	58,624
Logansport.....	11,198	4,159	2,002	1,470	36	22,167
Madison.....	8,945	3,926	1,670	1,117	31	19,113
New Albany.....	16,423	6,364	3,071	2,123	55	.....
Richmond.....	12,742	5,610	2,512	1,925	54	80,500
South Bend.....	13,230	6,312	2,258	1,680	43	31,048
Terre Haute.....	26,042	10,002	4,605	3,488	94	89,312
Vincennes.....	7,680	2,517	1,032	827	21	28,368

*a* Including duplicate enrollments.  
ures of 1832-'83.

*b* Figures of 1883-'84, in the absence of later ones.

*c* Fig-

## ADDITIONAL PARTICULARS.

*Evansville* reports a marked improvement during the year in public school enrollment, average daily attendance, and punctuality, also a decrease in truancy and corporal punishment. In fact, the use of the rod in school government has been disappearing since 1880. Teachers are seeking to form in pupils habits of self-control; also to make the subjects of the lessons attractive, and thus create a love for study that will leave little inclination to waste time in mischief. Out of 143 teachers employed, 104 were able to conduct their schools without resorting to physical force, and these, too, produced the most satisfactory results in the matter of discipline. The decrease in truancy, moreover, is ascribed to this effort on the part of teachers to cultivate self-control in their pupils and to make study attractive. The course of study includes the studies of music and German.

In addition to the public school enrollment presented in the table, there were reported 1,690 in private and parochial schools. These, with the 5,931 in public schools, made a total of 7,621 under instruction, leaving still 9,535 not in school, many of these, doubtless, being of the 7,214 reported as over 16.

*Fort Wayne*, besides its public school enrollment of 3,827, reports 3,800 in private and parish schools. This still left 7,035 in no school, but probably very many of these were of the 5,308 reported as over 16 years of age, when for the great majority of children school life ceases. In the 9 public schools there were—including high, normal, and evening schools—4,174 sittings, more than the reported enrollment, while in other schools there were 3,850, making a total of 8,024, so that there seems to have been no lack of room. Music, drawing, and penmanship, as well as reading, were attended to by special teachers. A city normal school had 8 sittings for study and 2 teachers.

*Indianapolis* indicates the possession of 28 school buildings, with 12,387 sittings, one of the buildings accommodating a city normal school, with 23 seats, under 1 lady teacher. The 2 city high schools had 690 seats; the grammar schools, 3,773; the primary schools, 7,893. For instruction in drawing there was a special teacher, but no specialists for music or penmanship. All city school property—including grounds, sites, buildings, furniture, and library—was valued at \$357,300.

Six kindergartens were reported, of which 4 were free, 3 of the latter having been opened in 1884 under the auspices of the Indianapolis Free Kindergarten and Children's Aid Society. One of these, for colored children, had 50 pupils; the whole attendance in the 3 was 400.

*Jeffersonville* presents a slight decline in children of school age since its last report, 1882-'83, a slight advance in the number enrolled in public schools and in average attendance, with a considerable decrease in expenditure for its schools. For instruction in German 2 teachers were employed. Grades of schools from primary to high. Of other than public schools no report is made.

*Logansport*, compared with itself in 1882-'83, shows a falling off of 212 in school youth, and yet an increase, notwithstanding this disadvantage, of 73 in enrollment, of 52 in average daily attendance, and of \$1,105 in expenditure for city schools, the estimated en-



rollment in private and parish schools remaining the same. A special teacher of music continued to be employed. School gradation from primary to high.

*Richmond.* — In explanation of the small proportion of youth of school age enrolled in public schools, the city report points out that the legal school age embraces a period of 15 years, while the public school course of study extends only over 12; that many who are included in the enumeration are employed in various kinds of business, while others are in college or in private schools, the latter reporting 980. The course of study includes instruction in music, drawing, and German, and extends over 8 years, not including the high school course. Enrollment in this school has declined for some years past, although the work done in it has been good; but it is believed that this decline has reached its limit, and that the coming year will show growth. The course of study has been rearranged and the facilities for instruction increased, especially in the department of natural science.

*South Bend* reports additions of some needed rooms to public school buildings during the year; the increasing usefulness of the high school and an increase in its library; and a satisfactory condition of discipline in all the schools. Improvement in the respect last mentioned is ascribed partly to a change in the methods of dismissal and a modification of the forms of recess. The success of a night school, taught by one of the public school teachers, showed the necessity for such schools.

*Terre Haute* shows by a return that it still retained in 1884-'85 the 12 school buildings previously reported, but had increased by 166 the total of its seats for study in them since 1883-'84. School property, however, was rated considerably lower than in 1883-'84, though expenditure for public schools had advanced from \$63,298, in the last report, to \$89,342. It seems, therefore, to be doing good work, but under difficulties.

The 2 kindergarten of the city society for organizing charity, noticed in the last report, appear to have been continued, and one is reported to have been established, at the opening of the school term of 1884-'85, in connection with the State normal school.

*Vincennes* reports the same number of school buildings as in 1883-'84, but indicates an enlargement of 22 in the seating capacity. The number of children of school age had diminished from 3,952 to 2,517, according to a return, but the superintendent ascribes this to mistakes made in the former enumeration of such children. Enrollment in the public schools had slightly increased; that in private or parish schools was estimated at the same as at the date of the preceding return. The city schools ranged from primary to high. Music and German were taught in them by persons specially engaged.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS.

No teachers may be employed in the public schools without certificates of qualification from the State normal school, the State board of education, the county superintendent, or an officer of the school board of a city having 30,000 or more inhabitants. The State board issues life certificates to persons who have taught successfully for 48 months, of which 16 months have been in the State, and who have passed a satisfactory examination in the common school and higher English branches and in the science of teaching. Certificates of county superintendents are good in the county where issued for 6, 12, 24, or 36 months, according to the ratio of correct answers given by the holder.

### STATE NORMAL TRAINING.

The *Indiana State Normal School*, Terre Haute, gives to those desiring to prepare themselves for teaching free instruction in a number of different courses of study, and requires of residents of the State a pledge to teach therein a period equal to twice the time spent in the school. There are two 3-year courses of study—one purely English, the other English and Latin. For those desiring a higher scholarship, a graduate course of one year has been provided. There is also a 2-year course for graduates of the best high schools and academies, and a year of professional training intended for college graduates, which prepares them to fill the positions of school superintendents and principals of high schools. The school aims to give a thorough and scientific knowledge of the common-school branches, and of methods of teaching them; a knowledge of mental science, school government, and discipline; of the legal relations and responsibilities of the teacher, and of the philosophy and history of education; also a knowledge of the actual school, gained by actual observation and work under a critic teacher in the 8 grades of the training school. A kindergarten has been opened in connection with the normal school, to be used as a school of observation; and it is in the plan to have regular instruction in the theory and art of kindergarten training given to all the students in some stage of their course.

## CITY NORMAL TRAINING.

The cities of Fort Wayne and Indianapolis provide training departments in connection with the public schools and support them from the general school funds, the course of study in the former extending over one year, and in the latter over 15 months.

The *American Normal College*, Logansport, organized in 1834, with preparatory, normal, business, and other courses, receives aid from the city.

## OTHER NORMAL SCHOOLS.

The private normal schools reporting are: *Central Normal College*, Danville, with a 3-year course of study; *Central Indiana Normal School and Business College*, Ladoga, with a 4-year course; the *Southern Indiana Normal College*, Mitchell, with preparatory, teachers' elementary, teachers' scientific, and teachers' classical courses, each requiring 1 year for completion; *Richmond Normal School*, Richmond, with a course of 3 years, of which each year is complete in itself, the first preparing teachers for the common schools, the second for an 8-year professional State license, and the third for a life certificate; *Northern Indiana Normal School*, Valparaiso, which presents a variety of courses besides the normal, and claims to give an adequate preparation for teaching in 2 or 3 terms of 10 weeks each to persons thoroughly versed in the common branches; and *Elkhart Normal School and Spencerian Business Institute*, Elkhart, with a teachers' course of 2 years, which includes the common and higher English branches and Latin or German.

There are two kindergarten training schools for teachers, one at Indianapolis, the other at La Porte.

Normal departments, or teachers' courses, are reported by at least five of the colleges and universities in the State, among them DePauw Normal School, Greencastle, a department of DePauw University, with a normal course of 3 years, and the normal department of Moore's Hill College, Moore's Hill.

## TEACHERS' INSTITUTES.

Institutes were held quite generally in the State during the month of August, 1885, the law requiring one to be held in each county of the State at least once a year. The number actually held during 1885 cannot be given, but as a whole the work done was said to be better than ever before, the attendance larger, and the interest greater on the part of teachers; more instructors were employed and more money was spent. Still, all these institutes were not equally good. In some a great deal of time was wasted in organizing, in waiting for motions, in enrolling, in reading minutes, in waiting for order, etc. The superior character of the work done this year was mainly due to the study of principles as the basis of methods. Then, too, with few exceptions the instruction was all professional. Academic instruction, when given, took the form of illustrated lectures on physics or some branch of natural science, psychology also receiving its full share of attention. The science of teaching was almost universally handled from the standpoint of mental philosophy.

## EDUCATIONAL JOURNALS.

The *Indiana School Journal*, Indianapolis, the principal educational periodical of the State, and the official organ of the superintendent, was in its thirtieth volume in 1885. The *Educational Weekly*, of Indianapolis, commenced in July, 1833, was merged, November, 1885, in the *Journal of Education*, published at Boston.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

No definite information as to the number of high schools in the State, or the number of pupils attending therein can be given, although it is known that studies of high school grade are included in the courses of the schools of all the larger cities of the State, as well as of many of the smaller ones. Graduates of all having an approved course of study are admitted to the freshman classes of the State university and Purdue University without examination; and 75 schools, that had in 1834-'85 proved themselves worthy of the privilege, were authorized by the State board the following fall to send graduates to the State university.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of universities and colleges, see Tables IV, VI, and VII of the Appendix; for summaries see corresponding tables in report of the Commissioner preceding.



## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Indiana University*, Bloomington, recognizing in its privileges no distinction of religious belief or of sex, gives free tuition and admits graduates of approved high schools to its undergraduate courses without examination. These courses, comprising one in ancient classics, leading to the degree of A. B.; one in modern classics, to that of Lit. B.; and one in science, to that of Sci. B., are equal in extent, requiring four years each for completion, and as nearly as possible equivalents in culture and mental discipline. The course was somewhat modified in April, 1885, chiefly in requiring fewer recitations weekly and in giving a wider range of elective studies in the junior and senior years. The action of the General Assembly of 1883, in giving to the university a permanent endowment fund, supplemented by that of the Assembly of 1885 and of the County of Monroe, in replacing the losses by the fire of 1883, has placed the institution, after nearly sixty years of struggle and uncertainty, on a secure and permanent foundation.

Besides the above, 13 other colleges and universities report for 1884-'85, viz: *Wabash College*, Crawfordsville; *Concordia College*, Fort Wayne; *Franklin College*, Franklin; *DePauw University*, Greencastle; *Hanover College*, Hanover; *Hartsville College*, Hartsville; *Butler University*, Irvington; *Union Christian College*, Merom; *Moore's Hill College*, Moore's Hill; *University of Notre Dame*, Notre Dame; *Earlham College*, Richmond; *Ridgeville College*, Ridgeville; and *St. Meinrad's College*, St. Meinrad.

All except the two first named and the last admit both sexes on equal terms. Nearly all report classical departments of 4 years; and all but *Concordia* and *St. Meinrad's* scientific courses of equal length. Nearly all furnish instruction in modern languages and music, several adding drawing and painting; 5 offer commercial courses; 5, normal; 6, theological and biblical; 2, legal; and 1, a medical course.

Only 3, in addition to the *Indiana University*, report having received gifts during the year, and these not to any considerable amount, the aggregate being only \$3,000. Of this, \$1,000 was given to *Moore's Hill College* for the endowment of a woman's professorship.

*DePauw University* (formerly *Asbury University*), since it received the munificent donation from Mr. DePauw noted in a previous report, has largely increased its work, both in variety and extent. It includes, besides its College of Liberal Arts, schools of theology, law, military science and tactics, music, fine arts, and horticulture; also a normal and a preparatory school. Mr. DePauw's donation, amounting to \$1,500,000, came at an opportune moment, when the old *Asbury University* was in a very embarrassed condition. His intention had first been to found an independent institution, and he had made provision for this in his will, but the friends of *Indiana Asbury* induced him to make the gift during his life and to bestow it on that institution, offering to take the name of DePauw.

For statistics of colleges and universities see Table IX of the Appendix; and for a summary, see the report of the Commissioner preceding.

## COLLEGIATE INSTITUTIONS FOR YOUNG WOMEN.

Equal opportunities being afforded young women and young men in most of the above colleges and universities, the demand for institutions exclusively for women appears to be not very great in this State. Only two are reported, viz., *DePauw College*, New Albany, a Methodist Episcopal institution; and *St. Mary's Academic Institute*, St. Mary's, a Roman Catholic one. Both of these are authorized to confer collegiate degrees. For statistics of colleges for young women, see Table VIII of the Appendix, and for a summary, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Scientific instruction is given in *Indiana University*, Bloomington, *Purdue University*, La Fayette, and in *Rose Polytechnic Institute*, Terre Haute; also, to some extent, in nearly all the colleges and universities above named, which offer courses for the degree of Sci. B. One of these, *Notre Dame*, also provides a course in civil engineering.

The *Indiana University* gives several courses leading to the degree of bachelor of science, embracing biology, geology, mathematics, physics, and chemistry, and in the course for bachelor of philosophy includes a number of branches relating to social and political science.

*Purdue University*, a college of science, agriculture, and mechanic arts, embraces, besides a preparatory class, 5 special schools, viz: school of agriculture and horticulture, school of mechanics and engineering, school of science, school of industrial art, and school



of pharmacy. All the courses include about the same instruction in general science, mathematics, English history, political and mental science, and industrial drawing, besides the technical branches peculiar to each. The agricultural course affords daily instruction in agriculture and horticulture throughout the 4 years, that of mechanics and engineering 2 years in each branch, that of science 4 years in laboratory work, and that of industrial art training in industries throughout the 4 years. Two scholarships for each county are given, the county commissioners making the appointments.

*Rose Polytechnic Institute*, founded in 1874 by the late Chauncey Rose, of Terre Haute, and opened in March, 1883, is devoted to the higher education of young men in engineering, the term including all those productive and constructive arts by which the forces of nature are made subservient to the needs of man. Mechanical engineering, civil engineering, chemistry, physics, and drawing are among the branches taught. A feature of the course in mechanical engineering is a well-furnished manufacturing machine shop, where manual training is combined with the study of principles.<sup>1</sup>

Scientific courses of 4 years, and of fair standard, appear also in 1884-'85 at Wabash College, Crawfordsville; Franklin College, Franklin; DePauw University, Greencastle; Hanover College, Hanover; Hartsville College, Hartsville; Butler University, Irvington; Moore's Hill College, Moore's Hill; University of Notre Dame, Notre Dame; and Earlham College, Richmond; this last seems always to do well and thoroughly whatever it undertakes to do. Franklin College, above mentioned, entered on its second half century June 6, 1884, and held a jubilee in commemoration of it.

#### PROFESSIONAL.

THEOLOGY is taught in *DePauw University* (Methodist Episcopal) and *St. Meinrad's College* (Roman Catholic), in regular theological courses of 3 years; also to some extent in *Butler University*, *Union Christian College*, and *Earlham College*, in connection with the collegiate course. Earlham added this feature in 1884, establishing a department of Biblical instruction, with the purpose, as it is explained, of meeting the wants of ministers, Bible school teachers, and other Christian workers who feel the need of better preparation for their work. For statistics of theological schools, see Table XI of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

LAW departments are reported by DePauw and Notre Dame Universities, the course of study in the former extending over 2 years of 27 weeks each, in the latter comprising 3 years of 40 weeks each. Both require an examination for admission. For statistics of these departments, see Table XII of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

MEDICINE.—Seven medical colleges report for 1884-'85, as follows: *Medical College of Indiana*, Indianapolis (formerly a department of Butler University); *Central College of Physicians and Surgeons*, Indianapolis; *Fort Wayne College of Medicine*; *Hospital Medical College of Evansville*; *Beach Medical Institute*; *Indiana Eclectic Medical College*; and *Physio-Medical College of Indiana*, the 3 last at Indianapolis. The 4 first named belong to the regular school of practice, the next 2 to the eclectic school, and the last is "independent." The Beach Medical Institute, organized in 1884, is a successor of Beach Medical College. This latter institution was merged in the Indiana Eclectic before the commencement of the lecture course of 1884; but about 6 weeks after its commencement the Beach element withdrew, organizing the Beach Medical Institute.<sup>2</sup>

The whole number of matriculates in all the 7 colleges was 187, of graduates 78, or nearly 42 per cent., the 4 regular schools enrolling 118 and graduating 50. All require of applicants for admission evidence of at least a fair English education; for graduation, 3 years' study of medicine, including attendance on 2 courses of lectures. Two, the Central College of Physicians and Surgeons, and Fort Wayne College of Medicine, offer and advise a 3-year graded course. The lecture courses occupy from 20 to 28 weeks, the longer term being found at the Fort Wayne College of Medicine.

For statistics, see Table XIII of the Appendix; and for a summary, see the report of the Commissioner preceding.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The *Indiana Institution for the Education of the Deaf and Dumb*, Indianapolis, offers maintenance and instruction, free of charge, to all the deaf and dumb of the State of suitable age and capacity. Until additional accommodations shall be provided, the age

<sup>1</sup> Lucian I. Blake, Ph. D., a graduate of the Royal University in Berlin, and a pupil of Professor Helmholtz, has entered upon the professorship of applied physics and electrical engineering in the Rose Polytechnic Institute, Terre Haute, Ind. He had declined a similar associate professorship in the Johns Hopkins University.

<sup>2</sup> Word has come that the Beach Institute has been discredited by the Illinois Board of Health "in view of the apparently irregular manner in which diplomas have been conferred by it."

of admission is limited to from 12 to 21 for boys and from 10 to 19 for girls. The course of instruction in the primary department, embracing all the elementary English branches and including articulation, requires generally 7 years for completion. For the benefit of those who wish to qualify themselves for teaching or for other intellectual pursuits, a high class has been established with a course of three years in the sciences; the superintendent may admit to this class each year the most promising of the graduates from the primary course. Three hours on 5 days in the week, with 2 on Saturday, are devoted to industrial pursuits, pupils receiving instruction in shoemaking, cabinet-work, chair-caning, baking, sewing, housework, and other employments, and the introduction of a greater variety of such pursuits is recommended.

#### EDUCATION OF THE BLIND.

The *Indiana Institute for the Education of the Blind*, Indianapolis, a branch of the educational system of the State, admits fit subjects for its instruction free of charge, all their expenses being paid, except those for clothing and traveling. The age for admission is from 9 to 21, but exceptions are sometimes made in favor of those who are over 21, at the discretion of the board of trustees. In the literary department the common and some of the higher English branches are taught, also reading in line and point print, and writing in the New York point system and with lead pencils. Special effort is made to teach pupils how to study, to discipline their minds, to strengthen their powers of concentration, recollection, and reflection, and to enable them to form correct habits of attention and observation. The musical department, which includes vocal and instrumental music and tuning, affords means of instruction to all pupils who have an ear for music in one or more of these branches, as well as special training to those who wish to become teachers of music. Increased attention and care are given to the industrial department, which is regarded as in many respects the most important of all. It includes broom making, cane seating, sewing, knitting, and fancy work.

#### TRAINING SCHOOL FOR NURSES.

The *Flower Mission Training School for Nurses*, Indianapolis, organized in 1883, reported 14 pupils in 1885 and 5 graduates. Arrangements have been made with the authorities of the Indianapolis is City Hospital for giving training to the pupils. The school receives \$200 a month from the city.

#### EDUCATIONAL CONVENTIONS.

##### INDIANA STATE TEACHERS' ASSOCIATION.

The Indiana State Association held its thirty-first annual meeting at Indianapolis, December 29-31, 1884. The meeting was not as large as that of the previous year, but the exercises in point of merit are said to have been above the average. According to a criticism in the *School Journal* the programme was too full, leaving but little time for the miscellaneous discussion of papers.

"A retrospective and a prospective view of Indiana's school system" was the subject of the inaugural address of the president, Supt. H. B. Hill, in which he spoke of the need for longer school terms, better teachers, and a compulsory school law. The address was referred to a committee for consideration. Among other topics presented were "The moral education of the young;" "Profit and loss of the graded school system;" "Personality in teaching;" "The element of trust in government;" "The citizenship of the teacher;" "The examination question;" "Learn to do by doing," this by Col. F. W. Parker, of Normalville, Ill.; and "The philosophy of teaching," by Dr. E. E. White, of Cincinnati.

The committee on the president's address, in accordance with instructions, submitted a report embodying certain recommendations to the legislature, among which were the establishment of uniform terms for all schools of the same class, none to be less than 8 months; the provision of a sufficient fund for the maintenance of county institutes; the enactment of a mild and well guarded compulsory education law; and the introduction of the elements of industrial drawing into the school system.

The high school section of the Association was very largely attended, and the sessions were interesting and profitable; but they interfered with the main association by being held at the same hours. The topics discussed were "The high school—its place in educational economy;" "Methods of teaching the English language and literature in the high schools of Indiana;" "The scientific method and its educational value;" "Methods of teaching science in the high schools;" and "How to make the library do most service to the schools."

##### NORTHERN INDIANA TEACHERS' ASSOCIATION.

The Northern Indiana Teachers' Association met at Rome City, July 21-24, 1885, about sixty teachers being present. Addresses were delivered on "Elementary instruc-



tion;" "How to develop the power of thought;" "The use and abuse of the Grube method;" "How far can the knowledge of mental science be utilized by the common school teacher?" "True knowledge and its functions;" "How to cultivate a love for reading good books;" and "The relation of the first four to the remaining years of the course of study." The last paper placed great stress on the fact that the chief purpose of the schools is to develop character, and insisted that the place to begin this is in the primary schools.

#### SUPERINTENDENTS' CONVENTION.

The third meeting of the superintendents of city and town schools of Indiana and Ohio was held at Richmond, November 5-7, 1885. Among other topics discussed were "Methods of promotion;" "Teachers' meetings;" "How to promote culture among teachers;" "Examinations;" and "Gradation of schools." "Methods of promotion" was given an entire evening, and was quite generally discussed, a variety of views being developed. "Culture among teachers" was also exhaustively discussed, in the course of which the teachers' reading circle and associations for professional improvement were commended.

#### INDIANA COLLEGE ASSOCIATION.

The meeting of this very respectable body in 1885 was at the parlors of the Bates House, Indianapolis. It was well attended, and had exercises of unusual interest. Professor J. C. Ridpath, of DePauw University, was the president elect, and took for his theme, "The true evolution," defending the development theory of Charles Darwin. President David S. Jordan, of the State University, also delivered an address on Charles Darwin, which Professor P. S. Baker, of DePauw, heartily endorsed.

Professor R. B. Warder, of Purdue University, read a paper on "The true place of industrial education," advocating the teaching of a few manual industries in the common schools and the cultivation of accurate ideas of common things, but not recommending technical instruction in colleges. Professor Alma Holman, of DePauw, gave reasons why natives are better than foreigners as instructors in modern languages. Professor J. L. Campbell, of Wabash, read a very instructive address on "The present conditions of the physical development of Indiana," Dr. A. W. Brayton, of the Indianapolis High School, following with a paper on the same theme.

Professor Campbell, of Wabash, was elected president of the association for the ensuing year.

#### OBITUARY RECORD.

##### CHARLES O. THOMPSON, A. M., PH. D.

President Charles O. Thompson, of Rose Polytechnic Institute, Terre Haute, was born at Windsor, Conn., September 25, 1836, and died at his home in Terre Haute, March 17, 1885. His untimely death was felt as a severe loss not only by the institution at whose head he had been since 1883, but by all who knew him, including many eminent educators in the State and elsewhere. Prior to accepting the presidency of the Rose Polytechnic Institute Mr. Thompson was for several years at the head of a technical school in Worcester, Mass., where he met with great success. He was a member of the National Council of Education from its organization, and was greatly honored by that body for the ability and wisdom which he brought to the consideration of all educational questions, for his ripe scholarship, and for the valuable contributions he made toward the solution of some of the most important educational problems of the times. He was universally beloved for his amiability, generosity, and that large-heartedness which led him to entertain, in a catholic spirit and with kind hospitality, the opinions of those who differed from him. He was admired for his rich literary attainments and brilliant social qualities, and revered for his sincerity and loyalty to truth, and for the courage with which he followed the lead of his convictions, as well as for the purity of his life and his devout Christian character.

#### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. HOLCOMBE, *State superintendent of public instruction, Indianapolis.*

[First term March 15, 1883, to March 15, 1885; second term, March 15, 1885, to March 15, 1887.]



## IOWA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----	623,151	634,407	11,256	-----
Enrolled in public schools-----	472,966	477,663	4,697	-----
Average attendance-----	284,498	281,794	-----	2,704
Per cent. of school youth enrolled-----	75.89	75.29	-----	.60
Per cent. of same in average attendance-----	45.65	44.41	-----	1.24
Per cent. of attendance to enrollment-----	60.15	58.99	-----	1.16
Number attending private schools-----	17,158	17,974	816	-----
SCHOOLS.				
Public graded schools-----	530	561	31	-----
Public ungraded schools-----	10,426	10,949	513	-----
Whole number of public schools-----	10,966	11,510	544	-----
Average time of schools in days-----	144	144	-----	-----
School-houses of brick or stone-----	966	1,003	37	-----
Whole number of public school-houses-----	11,975	12,309	334	-----
TEACHERS.				
Men teaching in public schools-----	5,760	5,809	49	-----
Women teaching in public schools-----	17,359	17,906	547	-----
Whole number of teachers-----	23,119	23,715	596	-----
Teachers' institutes held-----	99	99	-----	-----
SCHOOL FINANCES.				
Average monthly pay of men teaching-----	\$37 40	\$37 95	\$0 55	-----
Average monthly pay of women-----	30 42	29 45	-----	\$0 97
Whole expenditure for public schools-----	6,236,971	6,054,313	-----	182,658
Valuation of State school property-----	10,808,089	12,690,326	1,882,237	-----
Permanent State school fund-----	4,386,259	4,432,966	46,707	-----

(From statistics furnished by Hon. John W. Akers, State superintendent of public instruction for the years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The above special statistical report, sent by the superintendent of education, shows an increase during 1884-'85 of 11,256 in the number of youth of school age, and of 4,697 in public school enrollment, with 2,704 fewer pupils in average daily attendance; also a slight decrease in the percentage of enrollment and average attendance based on school population, and of average attendance based on enrollment. More public schools were taught and more teachers employed; the average monthly pay decreased slightly. The whole amount expended for public schools also decreased, while the amount of the permanent fund increased, as did the valuation of public school property.

The biennial report of the superintendent for 1883-'85 mentions an increase in the average pay of teachers, both men and women, as well as in their zeal and activity in their work. Indeed, school facilities and buildings, it is said, are being improved each year; and teachers are rapidly improving in all that goes to make them successful.

The meeting of the National Educational Association at Madison, Wis., in 1884, at which Iowa was well represented, was one of the principal causes leading to this increased educational activity. Its influence was exerted not only through the usual addresses, discussions, and criticisms, but also by its exhibit of industrial education, which gave a practical direction to the interest in this topic, showing how many opportunities the school room affords, even without adding to the present courses of study, for creating a taste for industrial occupations and laying a foundation for such instruction.

Following closely upon the gathering at Madison came the Exposition at New Orleans, in which the educational status of Iowa was exhibited, under the supervision of the Department of Public Instruction. The material used at the Madison exhibit was put in order for this purpose, and additional work was furnished, including excellent displays from the institutions for the blind and the deaf. The Department issued a circular of information, setting forth the organization and practical operation of the school system of Iowa, and containing a lithograph school-house map of the State, having a dot for each school-house. Altogether, the exhibit was representative, comprehensive, and complete; as at Madison, it placed the State in the foremost rank for educational privilege and endeavor, and gave an important stimulus to educational effort.

The recent organization of teachers' reading circles is noted as one important indication of advance. This step was advised by the State Teachers' Association, and a committee of 9 persons was appointed to arrange a course of study and to make other provisions for carrying the plan into effect. It is designed, among other objects, to secure to teachers the employment of all their spare time in the way most useful to them professionally, by a careful study of educational literature. This study is made more interesting by the fact that many others are going over the same ground, and that results will be compared, while the habit of annotation fixes the knowledge acquired in the student's mind in an orderly way, making it available for use when necessary.

#### ADMINISTRATION.

A State superintendent, elected by the people for 2 years, has general superintendence of the public schools. There is also a State board for the examination of teachers. Each county has a superintendent; each township and independent district a board of directors; each subdistrict into which a township may be divided, a subdirector, the subdirectors of the subdistricts forming the district township board. Women are eligible to any school office in the State, and one member of the State board of examiners must be a woman.

At least one school must be taught in each subdistrict for not less than 120 days during the year. The public schools are free to all resident youth of school age (5-21). Besides common schools, the system includes high schools, normal schools, teachers' institutes, schools for soldiers' orphans, a State university, a State agricultural and mechanical college, reform schools, and institutions for deaf-mutes and the blind.

To be legally employed in public schools, teachers must have certificates of qualification from the county superintendent or other duly authorized officer. They must each keep a school register and make an annual statistical report to the board of directors. The secretary of the board in turn reports to the county superintendent, and he to the State superintendent. Boards of directors must set out at least 12 shade trees on each school site, and county superintendents must see that such trees are growing. Industrial expositions for displaying useful articles made by public school pupils may be held in each district, if its board of directors deem it expedient; such exhibitions must be held in the school room on a school day, and not oftener than once a month.

#### FINANCES.

Public schools are sustained from the income of a permanent State school fund, a temporary fund, and from county and district taxes.

The permanent State fund comes (a) from 5 per cent. of the net proceeds of public land sales; (b) from sales of 500,000 acres of lands granted by the general Government in 1841; (c) from proceeds of escheated estates; (d) from sales of 16th section lands in each township, or of lands selected in place of these. Amount in 1885, \$4,432,966. The temporary fund consists of the annual product of forfeitures for the benefit of the school fund, of fines for violation of penal laws or non-performance of military duty, and of sales of lost goods and estrays. Both are distributed to the districts in proportion to the number of youth from 5 to 21 years of age.

County taxes must be not less than 1 mill nor more than 3 mills on the dollar. District taxes must not exceed 10 mills on the dollar for a school-house fund; \$5 per pupil for

a contingent fund; or \$15 for each resident pupil for a teachers' fund, this last including the amount received from the State by semi-annual apportionment.

#### NEW LEGISLATION.

By Acts of April 1, 1884, \$64,500 was appropriated for the State university, \$27,800 for the State normal school at Cedar Falls, and \$25,088 for the girls' department of the Iowa State Reform School.

One-half of these amounts was made available in 1884, the remaining half in 1885.

April 5, 1884, it was determined that the reform schools of the State should thereafter be known as industrial schools, and the trustees of them as the Board of Trustees of Industrial Schools.

The same day appropriations of \$32,109 were made for improvements at the State agricultural college, \$7,000 of this amount to go for a building for the mechanical and engineering departments of the college, \$10,000 for two buildings for the school of veterinary science, \$3,000 for fire-proof vaults, and \$3,000 for a professor's residence.

It was also determined that schools for instruction of students in mechanic arts should be reported by the Commissioner of Labor Statistics, such report to indicate what progress has been made in schools of this kind, and what systems have been found most practical.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

Public schools are controlled by boards of 6 directors in cities, towns, or villages with 500 or more inhabitants, 2 of these directors being subject to change each year. In the larger cities superintendents are usually employed for the schools. A tax for school purposes, not to exceed 10 mills on the dollar in any one year, may be voted by the electors.

#### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Youth of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure for public schools.
Burlington <i>a</i> .....	19,450	7,621	4,099	2,830	74	.....
Cedar Rapids <i>a</i> .....	10,104	4,197	2,717	2,014	56	.....
Clinton.....	9,052	3,709	2,327	1,572	42	\$32,855
Council Bluffs.....	18,063	7,522	2,763	1,747	52	99,544
Davenport.....	21,831	9,412	5,332	3,407	89	73,877
Des Moines (West).....	14,005	6,018	3,512	2,894	75	98,511
Dubuque.....	22,254	10,204	4,683	2,817	78	55,817
Keokuk.....	12,117	4,931	2,398	.....	52	41,316
Muscatine.....	8,295	2,800	1,552	1,352	38	27,914
Ottumwa <i>a</i> .....	9,001	3,100	2,124	1,605	36	.....

*a* The statistics for Burlington, Cedar Rapids, and Ottumwa are, in the absence of direct information from those cities, taken from the *Iowa Normal Monthly* of November, 1884, and are said to be the figures of the preceding school year, 1883-'84.

*b* Including normal and evening schools.

#### ADDITIONAL PARTICULARS.

*Burlington* shows 12 school buildings in 1883-'84, one of them a high school, another a city normal school, in which graduates of the high school that desire to teach spend a year in study of methods of instruction and in practice teaching. The school year covers 10 months.

*Cedar Rapids*, with 7 buildings, one of them partly occupied by a high school, which indicates the possession of all the ordinary school grades, has a school session of 9 months.

*Clinton* divides its course of study into primary, grammar, and high school departments, each of four years. There is also a practice school which gives a year's training to such graduates of the high school as intend to teach. The work of each term in the schools is not prescribed, but is left largely for the teachers to decide upon. In choice of methods, too, each teacher is left free to employ such as are best adapted to the wants of her school. The high school, comprising English, Latin, and German courses of study, has graduated 142 pupils since 1874, of whom 109 were young women. Just one-half the graduates have become teachers, and 43 have taught in the city. The public school library, absolutely free to teachers and pupils, comprises 2,477 volumes.

At *Council Bluffs* the public schools were taught 199 days in 15 buildings having 2,718 sittings for study. Over \$43,000 were expended during the year for buildings and



\$6,621 for furniture and apparatus. The schools included primary, grammar, and high grades, the latter enrolling 115 pupils, of whom 87 were girls. In 5 private and parish schools, with 310 sittings for study, 198 pupils were reported, making, with those in the city schools, a total enrollment of 2,961.

The *Davenport* public schools—comprising primary, grammar, high, city normal, and evening schools—were taught in 11 buildings, which were capable of seating 4,264 pupils. Besides the public school enrollment above noted, it is estimated that about 1,000 pupils attended private and parochial schools, making a total of 6,332, or a little more than 67 per cent. of the school population. Music entered into the city school course under the oversight and instruction of a lady teacher.

The city normal school had 12 female pupils under the oversight of a special teacher. The *Des Moines* (West) reports public schools taught for 177 days out of 180 in the school year, in school buildings valued, with sites and furniture, at \$270,000. Of the total amount expended for public schools, as above reported, \$21,681 were for sites, buildings, furniture, and apparatus.

Two kindergärten report an aggregate attendance of 134 pupils under 11 teachers. These schools, established in 1876, were in 1883-'84 adopted by the public school system.

The schools of *Dubuque* were taught for 196 days, in 12 buildings, valued, with sites, furniture, and apparatus, at \$200,000. About 2,500 pupils attended private and parochial schools, making, with public school enrollment, a total of 6,588 children under instruction. A library comprising, in 1884, about 800 bound volumes, was connected with the public school system. No special teachers were employed.

*Keokuk* reports public schools taught for 178 days, in 9 school buildings, for primary, grammar, and high grades, valued, with other school property, at \$100,000. Music, drawing, and penmanship were taught by special teachers.

At the close of the term, in June, 1885, the public schools gave a very extensive exhibit of pupils' work, two large halls being completely filled with it. The display of kindergarten work was noticeably fine, and the industrial work attracted much attention. Fancy work, wood work, machines, and numberless other articles showed the skill and ingenuity of the pupils, while the fine maps, examination papers, and drawings in ink and crayon indicated their diligence in their proper work. All the schools were fully represented, from the primary to the high, the latter offering a fine display of botanical specimens, skinned, stuffed, and mounted birds, and technical drawings. The citizens of Keokuk were liberal in their offers of prizes for good work, and for three days and nights the exhibition was thronged.

The *Muscatine* public schools, primary, grammar, and high, were taught 182 days during 1884-'85. The 9 school buildings, affording seats for 1,600 pupils, were valued, with sites and other school property, at about \$80,000. About 200 pupils attended private or parochial schools, making a total of 1,752 under instruction.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS.

Teachers cannot be employed in any common schools receiving a share of the school fund unless they have certificates of qualification from their county superintendent or other officer authorized by law to give them. These other officers are the members of a State board of examiners, which includes the State superintendent of public instruction, the president of the State university, the principal of the State normal school, and two persons appointed by the executive council, for terms of 4 years, one of the two to be a woman. Of this board the State superintendent is *ex officio* president. It holds annually at least 2 public examinations of teachers, at which a member of the board presides, assisted by one or two qualified teachers.

Successful candidates who prove their acquaintance with all the ordinary English school studies, and with such others as physiology and history of the United States, and their possession of good moral character and capacity for governing and instructing children, receive from their county superintendent a certificate to that effect, good for a year. Those that before the State examiners add evidence of acquaintance with book-keeping, algebra, botany, natural philosophy, drawing, civil government, Constitution and laws of Iowa, and didactics, get from these examiners a State certificate good for 5 years. Those that add also proof of acquirements in higher mathematics, the chief natural sciences, political economy, rhetoric, English literature, general history, and other studies, receive State diplomas good for life, unless revoked for cause.

### STATE NORMAL TRAINING.

The *Iowa State Normal School*, Cedar Falls, presents several courses of study, the longest one, of 4 years and including the graduate scientific course, leading to the degree of bachelor of didactics, and designed to qualify for the highest positions in the school system.

A shorter course of 3 years gives a proportionate preparation for teaching in all grades of the public school system. There is also a graduate professional course of one year, designed for college graduates, and a graduate scientific course. Students who complete the 3-year course are entitled to certificates, but not to diplomas. Music, penmanship, book-keeping, and drawing are among the branches studied, and professional work is arranged for every day throughout the course. The certificates and diplomas do not by law entitle the holders to teach in the State without further examination, but many county superintendents in the State recognize them as proof of capacity to teach, and they are also accepted in California and other States.

The *Chair of Didactics of the State University of Iowa* offers an elective course of study occupying 1 year, which is purely professional in its provisions. Graduates are given certificates of qualification as teachers, and after 2 years' successful work may receive the degree of bachelor of didactics.

#### CITY NORMAL SCHOOLS.

A training school connected with the public school system of West Des Moines gives students desiring to teach the benefit of 1 year's professional training and practice.

Davenport, as before mentioned, makes return of a city normal school under the charge of a lady, whose salary indicates high estimate of her work, and who had under her 12 pupils during 1884-'85.

#### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

Among the private institutions which present normal departments as an important part of their work, the largest is, perhaps, the *Western Normal College and Shenandoah Commercial Institute*, Shenandoah, which, though first opened in 1883, enrolled in 1883-'84 over 700 normal pupils, besides about 400 others. A common school course of study is provided for those who are not well grounded in the elementary branches, very backward pupils being encouraged to enter with the expectation of acquiring sufficient preparation, after a full year's study, to enter the professional course. This extends over a full year of 12 months.

*Dexter Normal School*, Dexter, offers a teachers' professional course of one full year of 50 weeks, besides preparatory, scientific, classical, and commercial courses.

The *Normal and Scientific Institute*, Bloomfield, provides a course of study which qualifies for teaching in all grades of the public schools, besides courses in business, fine arts, science, and music.

*Eastern Iowa Normal School*, Columbus Junction, reports a full course of normal study extending over 5 years. This includes an elementary course of 3 years and an advanced one of 2, graduates of the latter receiving the degree of bachelor of pedagogical philosophy.

Provision for the training of teachers, in courses of from 1 to 5 years, is also made at Amity College, Upper Iowa University, Norwegian Luther College, Drake University, Parsons College, Iowa College, Lenox College, Simpson Centenary College, German College, Cornell College, Oskaloosa College, Penn College, and Central University of Iowa.

#### TEACHERS' INSTITUTES.

Each county superintendent is required by law to hold an institute annually in his county, and \$50 is appropriated by the State to aid in defraying the expenses. Further provision is made for their support by the requirement of a registration fee of \$1 from each person attending, and also an equal sum from every applicant for a certificate. These institutes are schools of from two to four weeks' duration, the objects of which are to improve the scholarship of teachers and to acquaint them with the best methods of instruction and school government. The number attending during 1884 was 14,793, more than twice as many as were present in 1874. Great improvement has also been made during these 10 years in the management of institutes and in the work done in them.

#### EDUCATIONAL JOURNALS.

Among these are the *Iowa Normal Monthly*, published at Dubuque, the organ of the State department of education; the *Central School Journal*, Keokuk, also a monthly; and the *Northwestern Journal of Education*; all containing a large amount of educational information and instruction.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

The law provides for county and township high schools, but thus far the people have not generally availed themselves of the opportunity to establish them. The number of graded schools is 530, or an average of more than 5 to each county; and in a majority of



such schools the higher branches are taught, many of them preparing students for admission to the State University.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, and VII of the Appendix; and for summaries, see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *State University of Iowa*, Iowa City, an outgrowth of the policy of the National Government to aid education, has collegiate, legal, medical, and dental departments, the medical including both regular and homeopathic. The report shows a decided increase in the efficiency of the university during 1884-'85, although the number of students in all departments was about 100 less than the previous year. This was owing to an elevation of the standard of instruction in the law school and of that for admission to the medical schools. Other departments also advanced their requirements for admission, but yet have increased their enrollment.

The collegiate department of the University embraces a school of letters, with classical and philosophical courses, and a school of science, with scientific and engineering courses, each extending over 4 years, and leading to the degrees respectively of A. B., Ph. B., Sci. B. and C. E. Graduates of approved high schools and academies are admitted without examination.

Other colleges and universities reporting are *Amity College*, College Springs; *Griswold College*, Davenport; *Norwegian Luther College*, Decorah; *Drake University*, Des Moines; *University of Des Moines*; *St. Joseph's College*, Dubuque; *Parsons College*, Fairfield; *Upper Iowa University*, Fayette; *Iowa College*, Grinnell; *Simpson Centenary College*, Indianola; *German College*, Mt. Pleasant; *Iowa Wesleyan University*, Mt. Pleasant; *Cornell College*, Mt. Vernon; *Oskaloosa College*, Oskaloosa; *Penn College*, Oskaloosa; *Central University of Iowa*, Pella; *Tabor College*, Tabor; *Western College*, Toledo; and *Lenox College*, Hopkinton. All of these except Griswold, Luther, and St. Joseph's admit both sexes; all have classical courses of study which extend over 4 years; all except two report scientific courses, which are generally of equal length with the classical; several add philosophical courses, a few Latin or Greek scientific, and one an engineering course. Commercial courses are offered by 13 of the above, and as many afford opportunity for preparation to teach. All but 3 provide courses in music and drawing, all teach German, and all but 3 French also. Professional instruction is given by several, the particulars of which will be noted further on.

Nine of the above colleges received gifts and bequests during the year in sums ranging from \$160 to \$50,000, and amounting in the aggregate to about \$90,000, all but \$5,000 of this being given unconditionally. The largest amount, \$50,000, was received by Cornell College from contributions, one half of it being intended for endowment, the remainder to build a ladies' hall. The next largest gift, \$22,000, was to Western College, for library, apparatus, and endowment. Iowa Wesleyan University received \$5,000 from Mr. Timothy Whiting for general endowment, on condition that \$14,000 be contributed by others within 3 years.

For statistics of colleges and universities, see Table IX of the Appendix; and for a summary see the report of the Commissioner preceding.

##### COLLEGIATE INSTITUTIONS FOR YOUNG WOMEN.

At least 3 institutions for the superior instruction of young women are known to be in existence, although only 2 send statistics for 1884-'85. The three are Immaculate Conception Academy, Davenport; Callanan College, Des Moines; and St. Agatha's Academy, Iowa City; the last two are authorized to confer collegiate degrees. From Mt. Pleasant Female Seminary, formerly reporting, no information has been received for several years. For statistics of Callanan College and Immaculate Conception Academy, see Table VIII of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

As has been noted, scientific studies are pursued to some extent in nearly all the colleges and universities of the State, which give the usual scientific course, generally of 4 years. The school of science of the *State University of Iowa*, besides such a general scientific course designed to afford liberal culture on the basis of science, presents a



course in engineering, which aims to lay a good foundation in the principles of engineering science, and in their practice, the topics studied corresponding to the requirements of the professional engineer. Cornell College also provides a course in civil engineering and gives instruction in military science and tactics.

*Iowa Agricultural College* offers one general course of study, and 4 technical courses leading to degrees; the former aiming to give a liberal education in the sciences and other branches which underlie the great industries of the country, without confining it to any particular pursuit or profession, while the others are intended to meet the requirements of some special pursuit. These are (1) a school of agriculture; (2) a school of engineering, with courses in mechanical and civil engineering; (3) a school of veterinary science; and (4) a school of domestic economy. In addition to the foregoing there are certain lines of technical and scientific study, including either one science or several related ones, not leading to any degree, which may be pursued by students properly qualified. A department of military science and tactics is included. The school of domestic economy comprises all branches of housework, household management, the purchase and care of supplies, care of the sick, physiology and hygiene, as well as chemistry, botany, dairying, vegetable and landscape gardening, home architecture, house furnishing and decoration, dressmaking, sewing, and other branches.

For statistics, see Table X of the Appendix, and for a summary, the report of the Commissioner preceding.

#### PROFESSIONAL.

THEOLOGICAL instruction is given in *Norwegian Augustana Theological Seminary*, Beloit, a Lutheran institution, having a 3-year course of study and requiring no examination for admission; also in theological and Bible departments belonging to 5 of the colleges and universities above named. The theological departments of *Griswold College* (Protestant Episcopal) and of *German College* (German Methodist) present regular courses of 3 years. The ecclesiastical department of *St. Joseph's College* (Roman Catholic) prepares priests for that church in certain defined lines, but the length of course is not given. *Oskaloosa College* (Christian) offers a 4-year course in sacred literature, which is free to those looking forward to the ministry as a life work, and leads to the degree of bachelor of letters. The Bible department of *Drake University* (Disciples') requires 3 years of study, which, in the case of those who intend to graduate, follow the collegiate course, while any students of good Christian character are admitted who desire to increase their capacity for Christian work.

For statistics of theological schools see Table XI of the Appendix.

Departments of LAW are reported by the *State University of Iowa* and *Drake University*. In the law department of the State University the course of instruction now extends over two school years of 9 months each, instead of one year as formerly. This departure was necessitated by an Act of the General Assembly, passed in April, 1884, regulating admission to the bar. The course of study includes both doctrine and practice; text books, recitations, explanations, lectures in pleading and procedure, and moot courts are among the means of instruction used. Applicants for admission are required to furnish evidence of a good English education.

The law department of *Drake University* also presents a course of instruction both theoretical and practical, so arranged as to be completed in 2 years. No examination is required for admission.

For statistics of schools of law see Table XII of the Appendix.

The MEDICAL schools reporting for 1884-'85 are as follows: *Iowa College of Physicians and Surgeons*, Des Moines; *College of Physicians and Surgeons*, Keokuk; *Medical Department of State University of Iowa*; *Homeopathic Medical Department of the State University of Iowa*; *Iowa Medical College* (a department of *Drake University*); and *King Eclectic Medical College*, Des Moines. The 3 first named belong to the regular school of medicine, 2 of the remaining 3 being eclectic, and one, as its name shows, homeopathic. All make some requirement of preliminary education of applicants for admission, and all require for graduation 3 years' study of medicine, including attendance on two lecture terms of about 20 weeks, while all but one (the *Iowa Medical College*) offer also an optional 3-year graded course. The whole number of matriculates in the above schools during 1884-'85 was 327, of whom 121 were graduated. Of these 240 matriculated in the 3 regular schools, 54 in the eclectic, and 33 in the homeopathic.

For further statistics, see Table XIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The *Iowa Institution for the Education of the Deaf and Dumb*, Council Bluffs, a part of the public school system of the State, maintains and educates its pupils free of charge, admitting all proper subjects 10 to 25 years of age. Besides an elementary department,

in which the classes are carefully graded, the course of instruction includes academic, art, and industrial departments. In the academic, the course has been arranged with the special idea of making it preparatory to the National Deaf-Mute College at Washington. Pupils are employed  $2\frac{1}{2}$  hours for 6 days of the week in the shops, the house, or the farm, receiving instruction in carpentry, broom, shoe, and dress making, housework, gardening, and printing.

For statistics, see Table XVIII of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### EDUCATION OF THE BLIND.

The *College for the Blind*, Vinton, a part of the State educational system, embraces in its literary department the common and higher branches of an English education. In its musical department, which includes all pupils who have any musical ability, the use of a number of instruments is taught; piano, harmony, and vocal culture are continued throughout the course, and training is given to those who desire to become teachers of music. The industrial department comprises cane-seating, broom and mattress making, sewing, knitting, and fancy work. This department has been more than self-supporting, although the element of profit to the institution is held to be a secondary consideration.

For statistics, see Table XIX of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### TRAINING OF THE FEEBLE-MINDED.

The *Iowa Institution for Feeble-Minded Children*, Glenwood, in 1884-'85 had 259 children under its care, with 50 instructors and other employes to look after them. It has succeeded in demonstrating the fact that such children can be educated to a very considerable extent. The really good letters written to parents by many of the children, entirely unaided, would, it is said, greatly surprise many people unacquainted with the work accomplished at these institutions. Moreover, even if no intellectual improvement resulted from this training, the good habits of personal neatness, and of politeness and good manners here acquired, would many times compensate the State for the expense of sustaining the institution.

#### INDUSTRIAL AND REFORMATORY TRAINING.

The *Iowa Industrial School*, Eldora, formerly styled the Iowa Reform School, had 290 boys under training during 1884-'85, of whom all but 20 were white, and all but 76 native-born. The institution costs about \$25,000 a year, and its earnings amount to about \$4,000. The boys work at shoemaking, tailoring, broom-making, farming, and gardening, and are taught the common school branches. Notwithstanding the fact that their former habits have been altogether unfavorable to study, many make such progress as would compare favorably with that of pupils in the best common schools. As an evidence of this it is noted in the report for 1883 that a recently discharged inmate had been employed to teach a winter school in the county in which the industrial school is situated. About 75 per cent. of all who have been under the training of this institution become orderly and useful members of society.

The department of this institution for girls, situated at Mitchellville, sends no information for 1884-'85. The training given, however, is known to embrace both industrial and literary branches, including the various departments of housekeeping and needle-work, with thorough instruction in common school studies.

#### EDUCATION OF ORPHANS.

No late information has been received from the Iowa Soldiers' Orphans' Home, Danversport.

The *German and English Asylum for Orphans and Destitute Children*, Andrew Jackson County, reported 280 under its care during 1884-'85. It admits children between 2 and 17 years of age, teaches domestic work, farming, and the common school branches of knowledge, and is sustained by voluntary contributions. Boys are sent out at 14 years of age, girls at 15. All are given an outfit of clothing, and have the privilege of returning to the home in case of sickness or when out of work.

#### EDUCATIONAL CONVENTIONS.

##### IOWA STATE TEACHERS' ASSOCIATION.

The twenty-ninth meeting of the teachers' association, held December 22-24, 1884, was well attended, 336 teachers, representing all grades of educational work, having been present. Papers embracing a variety of educational topics were presented and discussed. President Seerley's inaugural address touched on moral, industrial, and prac-



tical education and teachers' institutes, urging in respect to the last subject the necessity for a uniform graded course of instruction in the institutes throughout the State, supplemented by a definite course of reading and study between the sessions. The committee appointed to consider this address reported favorably as to its suggestions, commending those relating to institutes to the careful attention of the State department of public instruction, and advising the appointment of a committee of 9 persons to arrange the proposed course of study.

Other papers read were on "Ancient and English classics," "Secondary education from a high-school standpoint," "Language culture," and three on the text-book question, which were very fully discussed, one of them advocating uniformity, another arguing against it, and a third urging the publication of text books by the State. A paper on "Voice and hearing for the deaf" urged the value of the oral method in teaching the deaf to articulate and read the lips, and further claimed that a large proportion of those believed to be entirely deaf have still some sense of hearing, which should be cultivated. There were four papers on school sanitation, the respective titles being, "The health of our girls," "The real causes of the poor health of our boys," "Ventilation of Iowa school buildings," and "Physical education."

Among the resolutions passed before adjournment was one favoring the continuance of instruction in school concerning the effects of alcoholic stimulants and of narcotics, and recommending that some such instruction be given in normal institutes.

Before the graded school section of the association were read papers on the graded school work at the Madison exhibit, the American high school—its origin, province, and scope, and teacher's meetings—their object and the methods of conducting them.

The county superintendents and normal departments had under consideration, among other subjects, the province of the normal school, proposed changes in the county institute system, and needed reforms in country schools.

#### COUNTY SUPERINTENDENTS' CONVENTION.

This convention was held at Okoboji, July 7-13, 1885. State Superintendent Akers introduced the first topic, that of "State institutes," which was further discussed by the meeting, the prevailing sentiment being favorable to such institutes; and it was subsequently resolved that Superintendent Akers be requested to bring the matter before the State educational council at the next annual meeting of the State Teachers' Association. Mrs. L. B. Collins, of Des Moines, gave several talks on the kindergarten during the progress of the convention, showing the material used and illustrating the methods employed for the development of the child's mind. Other questions presented were "School visitation;" "Examination of country schools;" "Professional enthusiasm," including the plan of teachers' reading circles, which was unanimously indorsed; "Supplementary reading for country schools;" "State examinations of teachers;" "The new *vs.* the old;" "What share of education justly falls to the school?" "The universal problems;" and "Teaching as a means of self-culture." The question of the new education elicited the greatest interest and brought out the finest thoughts of the convention, the drift of thought being in favor of whatever of method, principle, and personality in the teacher best tends to draw out the good qualities of the child.

#### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. AKERS, *State superintendent of public instruction, Des Moines.*

[Second term, January 7, 1884, to January 4, 1885.]



## KANSAS.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	411,250	461,044	49,794	-----
Enrolled in public schools.....	303,601	335,538	31,937	-----
Average daily attendance.....	207,339	194,325	-----	13,014
Per cent. of enrollment to school youth.	73.82	72.77	-----	1.05
Per cent. of average daily attendance to school youth.	50.41	42.14	-----	8.27
Per cent. of average daily attendance to enrollment.	63.29	57.91	-----	10.38
SCHOOLS.				
Number of school districts.....	6,706	7,142	436	-----
Number of districts reporting.....	6,127	6,968	841	-----
Number with schools of 3 months or more.	6,236	6,551	315	-----
Average school term in days.....	-----	116.5	-----	-----
Number of school-houses.....	6,354	6,568	214	-----
Number of school rooms.....	7,318	7,914	596	-----
TEACHERS.				
Men teaching in public schools <i>a</i> ....	2,936	3,586	650	-----
Women teaching in public schools <i>a</i> ...	4,915	5,454	539	-----
Whole number of teachers <i>a</i> .....	7,851	9,040	1,189	-----
FINANCIAL STATEMENT.				
Average monthly pay of men teaching.	\$40 70	\$40 85	\$0 15	-----
Average monthly pay of women teaching.	32 85	30 23	-----	\$2 57
Whole expenditure for public schools..	2,882,963	3,388,652	505,689	-----
Valuation of public school property..	5,715,582	6,547,745	832,163	-----
Public school fund apportioned.....	290,554	323,960	33,406	-----
Whole invested school fund.....	1,102,807	-----	-----	-----

*a* Three counties not reporting.

(From a special return furnished by Hon. J. H. Lawhead, State superintendent of public instruction.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The above statistics show an increase during 1884-'85 of nearly 50,000 in the school population, and of more than 30,000 in the number enrolled in public schools, although, from causes unexplained, 13,000 fewer pupils were held in average daily attendance. Nearly 73 per cent. of the school population of the State were enrolled, and a little over 42 per cent were in average attendance, while the per cent. of average attendance to the number enrolled was nearly 53; there was a slight decrease during the year in the percentage of enrollment to school population, and a larger one in that of average attend-

ance to school youth, while the proportion of average attendance to enrollment decreased over 10 per cent.

Public schools were sustained for 3 months or more by 315 more districts than in 1883-'84, 214 more school-houses being used and 1,189 more teachers employed; the average pay of women, however, decreased by \$2.57 a month. The valuation of public school property increased by over \$800,000, and the whole amount expended on the schools by \$505,689.

Among the indications of educational activity in the State may be mentioned the organization during the summer of teachers' reading circles. This was effected by the teachers of the State, led by prominent educators, and assisted by the *Western School Journal*, which in May sent out circulars containing a plan of organization by correspondence. This was accepted, replies being received from 1,600 teachers, who then elected a State board of 5 directors. These directors immediately held a meeting to adopt a course of study and make other necessary arrangements.

#### ADMINISTRATION.

A State superintendent of public instruction, elected biennially by the people, has general supervision of educational interests. There is a State board of education for the examination of applicants for State diplomas and certificates, and a State board of commissioners for the management and investment of the public school funds. County school affairs are in charge of superintendents elected by the people biennially. School districts have boards of 3 members, elected for three years, with annual change of 1. Women may vote at school meetings and hold school offices.

The public system embraces primary, grammar, high, and normal schools, teachers' institutes, a State agricultural college, a State university, a reform school, and schools for the deaf and blind. No sectarian teaching is allowed in any of these, and no religious sect or sects may control any part of the common school or university funds. Public schools are free to youth 5 to 21 years of age, and all youth from 8 to 14 are by law required to attend at least 12 weeks each year, unless excused by school authorities or taught elsewhere. Uniformity in text books is required. Teachers must make a report at the close of each term to the district clerk, or forfeit their last month's pay; district clerks report annually to their county superintendents, whose reports to the State superintendent are quarterly and annual, the State superintendent reporting to the legislature biennially.

#### FINANCES.

The public schools are supported from the income of a permanent school fund, largely from United States land grants, with additions from an annual tax of 1 mill on \$1, an annual fee of \$50 from every insurance company doing business in the State, and from district taxes, which must not exceed 1 per cent. on the taxable property of the district for school-house sites, and the same for teachers' wages.

#### NEW LEGISLATION.

An Act of March 4, 1885, requires that from January 1, 1886, instruction in physiology and hygiene with reference to the effects of narcotics and stimulants on the human system shall be given to all pupils in the State public schools; and that no certificate shall, after that date, be granted to any person proposing to teach in the public schools who has not passed a satisfactory examination in the elements of the above topics.

For new legislation as to school boards in cities, see below.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Cities of the first class, viz, those having more than 15,000 inhabitants, have each a board of education consisting of 3 members from each ward, elected by the voters of the city for 3 years, one of the 3 being liable to change each year. In cities of the second class—that is, with from 2,000 to 15,000 inhabitants—the board of education, formerly of 2 members from each ward, is, in cities with from 10,000 to 15,000 inhabitants, under a new law of 1885, made to consist of 6 members only, elected at large from the whole city without regard to wards, 2 of the 6 to be chosen annually for a 3-year term. This leaves a class of cities, with from 2,000 to 10,000 inhabitants, still under the old law.

Boards in cities of the first class may elect each a superintendent of the public schools, not of their own body; those in the smaller cities *must* elect such a superintendent. They also appoint, in cities of the first and second class at least, examining committees to test the qualifications of persons applying for teacherships in their schools.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atchison a .....	15,105	4,985	2,570	2,333	30	\$22,022
Lawrence .....	8,510	3,343	2,360	1,691	31	25,696
Leavenworth .....	16,546	7,321	3,412	2,812	51	136,599
Topeka a .....	15,452	7,031	4,695	3,086	53	41,415

a Statistics of 1883-'84.

b Exclusive of amount paid for indebtedness.

Lawrence reports a public school enrollment of about 70 per cent. of enumeration, a proportion considerably larger than that of the previous year. The law requiring attendance of all children 8 to 14 appears to have been strictly observed, since 43 more pupils between these ages were enrolled than had been enumerated by the school census of 1884. In fact the crowded condition of the schools made it necessary to exclude all children under 6. Nearly the entire corps of teachers employed in the schools during the previous year was retained, a fact which may be at least partly explained by the further one that the teachers' institute, meeting semi-weekly, was very generally attended. Some changes were made in the course of study, and another year was added to it, making the whole course 11 years. Of these the primary grades occupy 5 years, and the grammar and high each 3. In this last the graduating class of 1885 included almost as many boys as girls, the tendency of late having been toward improvement in this respect.

A private kindergarten is reported, having an enrollment of about 16 children. The total estimated enrollment in private and parochial schools was 400.

Leavenworth, whose population has increased since the last United States census to 29,199, and the assessed valuation of taxable property to over \$5,000,000, reports public school property valued at \$200,000. Public schools were taught 183 days during the year, a little less than 47 per cent. of the school population being enrolled, but over 82 per cent. of the number enrolled being in average daily attendance. Besides the public school enrollment, there were 1,240 children attending private and parochial schools, making a total of 4,652 under instruction.

But little information later than for 1884 has been received from either Atchison or Topeka. A kindergarten is reported from the latter, organized in 1880 and having an attendance of 63 pupils under 3 instructors.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## STATE REQUIREMENTS.

No person may teach in the Kansas public schools without a diploma or certificate from the State board of education; from a county board of examiners, of which the county superintendent is chairman; or from the examining committee of a city board of education, unless graduates of the State normal school or of the normal department of the State university. The diploma of the State board is valid throughout the State during the lifetime of the holder, unless revoked; a diploma from the State normal school has the same force. Certificates of graduation from the normal department of the university authorize the holders to teach in any part of the State. Certificates of the State board are valid for 3 or 5 years, according to grade. Those from county boards are good only in the county in which issued, and for a term of 2 years, 1 year, or 6 months.

As stated under "New legislation," preceding, ability to teach physiology and hygiene with reference to the effects of stimulants, narcotics, &c., on the human system, is from January 1, 1886, required of every person proposing to teach in any of the State public schools, Kansas having been the sixth State to adopt that rule.

## STATE NORMAL TRAINING.

Provision is made in the State normal school, Emporia, and in the University of Kansas, Lawrence, for the free instruction of those who desire to prepare themselves for teaching.

The State Normal School presents 4 courses of study: 2 full courses of 4 years each, one of which is entirely English, while the other includes Latin and elementary and



academic courses of 3 years each, the former including a professional year, the latter without professional instruction. Students completing any one of the professional courses receive the diploma of the institution, which, as has been stated, is by law a life certificate to teach in the schools of Kansas. The only charge made to students in the normal department is an incidental fee of \$5 per term of 20 weeks, and this is remitted during the professional year to those who declare that their purpose is to teach in the schools of the State. A kindergarten department forms a part of the regular work of the school, and one which is regarded as of great importance. Students may enter this department without taking any of the studies of the others, and on graduating they are granted a certificate showing the course pursued.

Although the normal department in the *University of Kansas*, Lawrence, has been discontinued, provision is still made for the training of such as desire to teach, a special course in didactics, under a special professor, having been arranged in connection with the collegiate department for the junior and senior years. To such as complete this course the degree of bachelor of didactics is given, if desired, instead of that of A. B. or of Sci. B. The practice teaching which forms a part of the course must cover a year of successful practice in the school room.

#### OTHER NORMAL TRAINING.

*Kansas Normal College*, Fort Scott, offers, besides classical, scientific, and business courses of study, a teachers' course of 1 year, following a preparatory year in the case of those who have had only a district school training. The teachers' course, which prepares students to take charge of common and graded schools, aims to give a thorough knowledge of the branches to be taught and of the best methods of instruction. A class is maintained in theory and practice of teaching and school management, the recitations being conducted by pupil teachers.

The *Kansas Normal School and Business Institute*, Paola, comprising normal, business, academic, and other departments, is partly sustained by the city, and gives free tuition in the training department to all of school age living in that school district. The studies of the normal department comprise, among others, mental philosophy, natural science, logic, and didactics. No definite time is required for completion of the course, but candidates for graduation must pass an examination in all the studies. Students can study where and when they please, and many of them do so while teaching. The training department comprises a thoroughly graded system of schools, and a model district school under the supervision of the principal.

*Salina Normal University*, Salina, first opened in 1884, and having a 4-year course of study, reports 133 normal students during the year.

Normal departments or courses are also reported by the following collegiate institutions: Baker University, 3 years; Highland and Lane Universities, 2 years; and Ottawa University, 4 years. Graduates of the full course of the last named institution receive certificates of the highest grade, while those who complete the studies of 3 years receive second-grade certificates, those completing the studies of 2 years, third grade ones.

#### TEACHERS' INSTITUTES.

A county teachers' institute must, according to law, be held each year by the superintendent of each county for a term of not less than 4 weeks; but two or more counties may unite for this purpose in sparsely settled portions of the State.

#### EDUCATIONAL JOURNALS.

The *Western School Journal*, formerly the *Educationist*, published at Emporia, and the *Industrialist*, published weekly at Manhattan in the interest of the State Agricultural College, are the principal educational journals of the State.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

High schools or departments are found in connection with the public school system of most of the larger cities in the State, but no general statistical information regarding them can be given for 1884-'85. Graduates of any of such high schools as may have adopted one or more of a number of courses of study approved by the regents of the State university are admitted to that institution under certain conditions without examination, and during the last year 28 such schools were approved by the regents.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, and VII of the Appendix; and for summaries, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Kansas*, Lawrence, endowed by the State with 72 sections, or 46,000 acres, of land set apart by Congress in 1861 for a State university, and receiving from the city of Lawrence the site of Lawrence University and buildings, worth about \$180,000, besides annual appropriations from the State, gives free instruction to its students and admits both sexes on equal terms. Of the several departments contemplated in the act of incorporation there are 4 in operation, viz, departments of science, literature, and the arts, of law, of elementary instruction, and of music. A chair of pharmacy was authorized by the legislature of 1885, and during the same year the normal department, which had been in operation, was discontinued by the board of regents, a 2-year course in didactics, systems of education, and practice teaching, coming in place of it. The department of science, literature, and the arts comprises 4 distinct courses, 2 scientific, a classical, and a modern literature course, the first 2 leading to the degree of bachelor of science, the 2 last to that of bachelor of arts. Provision is also made for students not candidates for a degree, who wish to pursue special branches.

The other collegiate institutions are *St. Benedict's College*, Atchison; *Baker University*, Baldwin City; *College of Emporia*, Emporia; *Highland University*, Highland; *Lane University*, Lecompton; *Ottawa University*, Ottawa; *St. Mary's College*, St. Mary's; and *Washburn College*, Topeka. All except *St. Benedict's* and *St. Mary's* admit both sexes; all present classical courses of study, and all but three, scientific courses; four report literary courses, while the same number give instruction in business and make provision for training teachers.

The *College of Emporia* (Presbyterian), now in its second year, has made rapid progress. Beginning with 17 students, nearly 80 in all departments were enrolled in 1884-'85, and the work was rapidly assuming the character of that of a well-organized college. Its collegiate departments (summarized in the above) are classical, philosophical, and literary, the second substituting German for Greek, and the last omitting both Greek and Latin, for which German and French are substituted.

Gifts were received during 1884-'85 by *Baker University*, *College of Emporia*, *Highland University*, *Ottawa University*, and *Washburn College*, amounting in all to over \$143,000, counting that which was pledged and in process of collection. Of this amount the *College of Emporia* received \$35,000 from the city, besides 38 acres of land, and \$50,000 from the Presbyterian Synod of Kansas, the purpose being to establish a college of high rank.

For statistics of colleges and universities, see Table IX of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION OF WOMEN.

As already stated, 7 of the 9 collegiate institutions above noted are open to young women on the same terms as to young men. The only institution exclusively for women is the *College of the Sisters of Bethany*, Topeka, sustained by the Protestant Episcopal Church. It offers a collegiate course of 3 years, besides kindergarten, primary, and preparatory departments, and is authorized by law to confer collegiate degrees. Music, vocal and instrumental, drawing, painting, elocution, French, and German all find a place in the curriculum. For statistics, see Table VIII of the Appendix; and for a summary of the same, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Instruction in the sciences is given in the *University of Kansas* and in 6 of the other universities and colleges, as well as in the *State Agricultural College*. The State university, besides a general scientific and a Latin scientific course, offers to students of either of these at the beginning of the junior year special courses in natural history and physics and chemistry. It has also a 4-year course in civil engineering.

The *State Agricultural College*, Manhattan, receives both sexes, and provides parallel courses of study for each, with such differences as their necessities seem to call for. 4 years being required for the degree of bachelor of science. Closely adjusted to the course of study is industrial training in several of the arts, to which each student is required to devote at least one hour a day. Among the different lines of industry offered to the choice of students are farming, gardening, fruit growing, carpentry, cabinet-making, iron work, printing, or telegraphy for young men; and sewing, printing, telegraphy, floriculture, or music for young women. Tuition is free, the income of about \$35,000 from the endowment meeting all expenses, and the State providing buildings.



The farm, comprising 171 acres, is valued, with stock, furniture, etc., at over \$50,000, the buildings at \$100,000.

For statistics of schools of science see Table X of the Appendix; and for a summary, see a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

THEOLOGICAL instruction was given in *St. Benedict's College* (Roman Catholic) in an ecclesiastical course of 2 years, and, at last accounts, also in the *Kansas Theological School* Topeka (Protestant Episcopal), which, however, sends no report for 1884-'85. A ministerial course of 2 years appeared in the catalogue of Lane University, Leocompton (United Brethren), but without note of students in it in 1883-'84.

LEGAL training may be obtained in the department of law of the *University of Kansas*, designed to furnish a complete course of instruction for persons intending to practice at the bar in any State of the Union. All persons entering upon the study are earnestly advised to take first a course of liberal studies. Graduates of literary colleges are admitted without examination; others must satisfy the faculty that they possess such qualifications as will enable them to pursue the course with profit. For statistics, see Table XII of the Appendix.

The only MEDICAL school reporting from this State is the medical department of the *University of Kansas*, Lawrence. The course of instruction embraces 2 terms, each of 20 weeks' duration, annually, making a preparatory medical course which it is claimed is accepted by all the leading colleges of the West as equivalent to the first year of a 3-year course.

A chair of PHARMACY has also been established by the regents of the university in accordance with a law passed at a recent session of the State Legislature.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The *Kansas Institution for the Education of the Deaf and Dumb*, Olathe, sustained by the State, gives all pupils from Kansas instruction and maintenance free of charge. Pupils are received generally from 10 to 21 years of age, though children of weak constitutions are advised not to come till they are 12. The course of instruction covers 6 years; but the superintendent may extend it 2 years longer to such as he may believe would be particularly benefited by the additional training.

Instruction is given in the common English branches and in various industries, the method used being the manual or sign language and articulation combined. For statistics, see Table XVIII of the Appendix.

##### EDUCATION OF THE BLIND.

The *Kansas Institution for the Education of the Blind*, Wyandotte, gives free instruction to its pupils, admitting all between 10 and 21 who are not incapacitated for useful instruction by physical, mental, or moral infirmity. They are taught the common and some of the higher English branches, music, vocal and instrumental, also the employments of broom and brush making, chair caning, and sewing. Several of the girls have been successfully employed in broom making and caning chairs. For statistics, see Table XIX of the Appendix.

##### REFORMATORY AND INDUSTRIAL TRAINING.

The *Kansas State Reform School*, North Topeka, had 106 boys under training during 1884-'85, of whom 94 were white and 12 colored. They were instructed in the common English branches, including vocal music, also in farming, gardening, etc. Established in 1881, the school has since given instruction to 219 boys, of whom only 4 white boys have failed to profit by the training received.

An industrial school for the training of Indian youth was established during the year 1884 near Lawrence. The farm, comprising 280 acres in the fertile valley of the Wakarusa, is cultivated by the Indians under the charge of a practical farmer. Industrial training is one of the principal features of the school. Pupils are required to work one-half of each day, the boys, in addition to farming, being taught blacksmithing, shoe-making, and carpentry; the girls, all kinds of cookery, housekeeping, sewing, etc. In the school the common branches are taught, including music, which is very popular with most, and drawing, in which they show decided ability. Over 300 pupils were under training during 1884-'85.



## EDUCATIONAL CONVENTIONS.

## KANSAS STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual session of this association, held in Topeka, December 28-30, 1884, was one of the best attended and most interesting in its history.

Among the topics before the convention were "Secondary education in Kansas," by Prof. J. H. Canfield, of the State university, who strongly advocated a system of county high schools; "The duties and methods of teachers;" "The duty of the State to encourage the fine arts;" "Musical instruction in the public schools;" "Rural schools;" "City schools;" "Primary schools;" "Private schools;" "State normal school;" "Agricultural college;" and "State university." President Sharpe, of the board of regents of the State normal school, in his address on the needs of that institution, favored the concentration of funds on it, rather than the foundation of new schools, a view which was discussed by others, pro and con. Prof. Graham, of Baker university, advocated the study of the classics as a foundation for all higher culture. His position was indorsed by some and opposed by others, the latter including President Fairchild, of the Agricultural College, who afterward gave an address on industrial work in public schools, showing that progress in this, although slow, may be sure, provided those advocating it are judicious and willing to work with small beginnings. The last evening was devoted to five-minute speeches, and after the reading of congratulatory dispatches from associations of other States then holding sessions, the convention adjourned, to meet in Topeka, December 29, 1885.

The Southwestern Kansas Teachers' Association met at El Dorado, March 27, 1885, about 75 teachers being present. Among the topics discussed were "The no-recess plan," "Natural science in the public schools," "Written examinations—their importance and how conducted," and "The mission of the teacher in the nation."

The plan urged by the first-mentioned paper of having frequent rests in the schools, but no recesses with their opportunities for demoralization, was opposed by five and indorsed by one, out of the six members who engaged in the discussion.

## CHIEF STATE SCHOOL OFFICER.

Hon. J. H. LAWHEAD, *State superintendent of public instruction, Topeka.*

[Term, January 12, 1885, to January 10, 1887.]

## KENTUCKY.

## STATISTICAL SUMMARY.

	1881-'82.	1882-'83.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20) ---	488,815	493,667	4,852	-----
Colored youth of school age <i>a</i> -----	74,365	87,655	13,290	-----
Whole number of school youth -----	563,180	581,322	18,142	-----
White youth in public schools -----	240,585	250,682	10,097	-----
Colored youth in public schools -----	29,976	31,832	1,856	-----
Whole enrollment in public schools --	270,561	282,514	11,953	-----
Per cent. of this to youth of school age.	48.04	48.60	.56	-----
Average attendance of white pupils --	155,533	156,742	1,209	-----
Average attendance of colored pupils --	19,960	21,930	1,970	-----
Whole average attendance -----	175,493	178,672	3,179	-----
Per cent. of this to school youth -----	31.16	30.73	-----	.43
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white youth -----	6,330	6,376	46	-----
School districts for colored youth ---	843	854	11	-----
Whole number of school districts ---	7,173	7,230	57	-----
Districts with schools for white youth --	6,270	6,302	32	-----
School-houses for white youth -----	5,749	6,010	261	-----
School-houses for colored youth -----	482	536	54	-----
Average time of schools, in days -----	101	102	1	-----
Private schools of all grades reported --	859	932	73	-----
TEACHERS.				
Men teaching in white schools -----	4,014	3,721	-----	293
Women teaching in the same -----	2,970	3,287	317	-----
FINANCIAL STATEMENT.				
Average monthly pay of teachers in counties.	\$22 77	\$23 33	\$0 56	-----
Average monthly pay of men in cities --	119 00	103 45	-----	\$15 55
Average monthly pay of women -----	49 93	39 94	-----	9 99
Valuation of public school property for whites.	2,161,254	2,140,111	-----	21,143
Total expenditure for white public schools.	735,076	700,790	-----	34,286

*a* For 1881-'82 school age was 6-16; for 1882-'83, the same as white, 6-20.

(From statistics furnished by Hon. J. Desha Pickett, State superintendent of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

No statistics later than the above can be given from this State in the absence of any late report. A comparison of the figures for 1881-'82 with those of 1882-'83 shows a condition of progress in nearly all important points, and a glance over the files of the *Educational Courant* for 1884-'85 indicates a continuance of this progress. Especially in the reports of county teachers' institutes held may one find evidences of continued educational vitality, some counties reporting an attendance of nearly all the teachers therein employed, and a number expressing the opinion that a marked advance in interest among teachers and friends of education was made apparent by these institutes.

A note from Superintendent Pickett indicates that, for white and colored alike, the

State expenditure per capita would be in 1884-'85 increased by 15 cents over the \$1.40 of the preceding year.

## ADMINISTRATION.

A State superintendent of public instruction, elected by the people, and a board of education of which the superintendent is president, have general supervision of the educational interests of the State. There is also a board of examiners to test the qualifications of teachers for State certificates. A county superintendent is elected by the people in each county for the term of 2 years, and a board of 3 trustees in each school district for 3 years, one being changed each year. No person is eligible to the office of county superintendent unless he hold a certificate from the judge of the circuit court of the county, showing that he has been publicly examined before him, and that he is qualified to discharge the duties of the office. Schools for colored children must be kept separate from those for whites, and they are governed by colored district trustees, but are under the supervision of the State and county superintendents. Widows with children of school age may vote at elections for district school trustees. No literature of sectarian, infidel, or immoral character may be used in any public school.

## FINANCES.

Public schools are sustained from the income of a State school fund, and from county and district taxes levied in aid of schools, if the voters therein so decide. The school fund includes interest at 6 per cent. on a bond of the State for \$1,327,000; dividends on 735 shares of the capital stock of the Bank of Kentucky, representing a par value of \$73,500, owned by the State; interest at 6 per cent. on a bond issued for surplus due counties by the State; an annual State tax of 22 cents on each \$100 of taxable property; a special tax of 50 cents on each \$100 of the capital stock of certain banks in the State; and all other moneys set apart by law for public schools, including taxes, fines, and forfeitures.

## NEW LEGISLATION.

Among other amendments to the school laws, approved May 12, 1884, were those providing for 3, 4, and 5 months' schools, instead of 3 and 5 months' only, as formerly; that persons over school age may attend public schools by paying tuition, and that all officers collecting special fines, taxes, etc., shall make an annual report of the same to the State superintendent. The county was made the unit of the school system by providing for the election of county superintendents and for the levy of county taxes; the trustees of each school district were directed to adopt text-books selected from lists furnished by the State board, such books to be used for at least five years, and each county was required to supply its indigent orphan children with them free. Physiology and hygiene were added to the course of study. Half-time and third-time schools were provided for in districts extending beyond the legal area, so as to afford the privileges of school to all. The distributable State school fund was increased from \$150,000 to \$200,000 a year, and the capitation tax on every patron of a district school was also increased. A penalty was provided for failure of trustees to perform their duties; also in case any should accept a consideration for the employment of a teacher. The State superintendent was authorized to hold 3 model State teachers' institutes annually; he also was empowered to hear appeals and construe the school laws, and required to report biennially to the legislature.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

Each city and town which maintains a system of common schools is deemed a school district, and its affairs, as in other school districts, are under the control of boards of trustees, who also appoint city school superintendents. Some cities under special charters have boards for the examination of teachers.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Covington.....	29,720	10,910	3,926	2,891	64	\$80,553
Louisville.....	123,758	58,978	22,087	15,227	372	284,015
Newport.....	20,433	6,923	2,617	1,953	45	28,854
Paducah.....	8,036	2,108	979	759	15	8,387

a Figures for 1883-'84.



## ADDITIONAL PARTICULARS.

The *Covington* public schools are graded as primary, grammar, intermediate, and high. The first and second have courses of 3 years each, the intermediate one of 2 years, while the high school has a classical course of 4 years and a scientific course of 3. The superintendent observes in his report that although the percentage of the enrollment of youth of school age has improved, there is margin for improvement in this particular, as well as in the per cent. of average attendance of those enrolled. The tardiness, however, was very great. Efforts have been made to gradually correct faults in methods of instruction, especially a slavish dependence on text books and the mere memorizing of lessons.

*Louisville* reports a graded school system with a high, city normal, and evening schools, all taught in 33 different school buildings, valued, with other school property, at \$898,192, including \$5,257 expended during the year for sites and buildings. Of the enrollment, 1,026 pupils were in evening schools under 23 teachers. German formed a part of the course of study, requiring the employment of 36 special teachers.

*Owensborough*, closely approximating if it has not already reached the required population for notice in this connection, shows for 1884-'85 a total of 1,865 school children between 6 and 20 years of age, an enrollment in public schools of 1,209, and an average daily attendance of 895. Whole number of children 6 to 13 years of age in the city, 1,170. Children of and between these ages in public schools, 933; in private schools, 142. It is said that only 1 per cent. of white children of this limit of age was out of school. A table of comparative statistics shows that in enrollment and attendance it stands abreast with several of the most advanced cities in the Western States. Instruction in German extended through all the course.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## STATE REQUIREMENTS.

Persons desiring to teach in the public schools are required to present certificates of qualification from State, county, or city boards of examination. First class certificates are for 4 years, second class for 2 years, and third class for 1 year. No certificate other than first class can be issued to the same person more than twice.

## STATE NORMAL TRAINING.

The State makes provision for the training of teachers in the normal department of the *Agricultural and Mechanical College*, Lexington, and in teachers' institutes. The former offers a course of normal study extending over 3 years, to which may be admitted from each representative district, free of tuition charge for one year, 4 teachers or persons preparing to teach. Normal students of this class must stand a preliminary examination in English grammar, arithmetic, and geography, and must sign an obligation to teach in the State for as long a time as they receive tuition.

## OTHER NORMAL TRAINING.

*Louisville* makes provision for the training of the teachers of its public schools in a normal school connected with the public school system, which enrolled 37 pupils during the year 1884-'85.

The *Southern Normal School and Business College*, Bowling Green, which receives an appropriation from the city, makes its teachers' course an especial feature, and makes use of the city graded schools as model schools. Its teachers' course is of 48 weeks.

The School of Pedagogics of South Kentucky College, Hopkinsville, presents a normal course of 2 years; the State university, Louisville, an institution for secondary instruction, sustained by the Baptist Woman's Educational Convention, has a normal department with a 4-years course of study, to which are admitted pupils who can read and who understand the fundamental rules of arithmetic. Berea College has special normal instruction, with a view to the preparation of teachers, and gives during the spring term a course of lectures upon the theory and practice of teaching. A normal class also forms part of the course of instruction in the Kentucky Female Orphan School, Midway, an institution organized and sustained chiefly by charitable contributions.

A plan for the organization of teachers' reading circles, an important means for the improvement of teachers, was adopted by the State Teachers' Association at its meeting in July, 1885, as will be seen in the proceedings of that association; and during the remainder of the year a beginning was made in different parts of the State in the course of study adopted.

## TEACHERS' INSTITUTES.

Besides authorizing the organization annually of 3 model State teachers' institutes, of 3 weeks' sessions each, the law now requires that county institutes be held annually. At each session of the institutes every subject embraced in the common school course

must be brought before the institute, illustrated, and discussed, the school laws of the State read and expounded, and every feature of school organization and management considered. Teachers who have attended the full session of any one of the State teachers' institutes may be excused from attending their next county institute. That these institutes were generally held during 1884-'85 is shown by the files of the *Educational Courant*, which contains reports of institutes for colored teachers as well as white, but no statistics of either class are given.

#### EDUCATIONAL JOURNALS.

The only journal from Kentucky regularly received at this office which has given general educational information is the *Educational Courant*, a monthly, published at Louisville, which entered its second volume June, 1885. The *Herald of Education*, another educational journal, appears to have been also published there in the same year.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

Full statistics cannot be given for 1884-'85 in respect to these schools, which, however, exist in all the more important cities of the State, Louisville reporting two with an aggregate attendance of 641 pupils, and Covington one, with 152 attending.

The ninth and tenth years of the public school course of Owensborough are passed in the post-grammar, or high school, department; in this were, in 1884-'85, 64 pupils.

##### OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools see Tables IV and VI of the Appendix, and for a summary of them see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The following colleges and universities report for 1884 or 1885: *St. Joseph's College*, Bardstown; *Berea College*, Berea; *Ogden College*, Bowling Green; *Center College*, Danville; *Eminence College*, Eminence; *Kentucky Military Institute*, of collegiate rank, Farmdale; *Georgetown College*, Georgetown; *South Kentucky College*, Hopkinsville; *Kentucky University*, Lexington; *Kentucky Wesleyan College*, Millersburg; *Kentucky Classical and Business College*, North Middletown; *Central University*, Richmond; *Bethel College*, Russellville; and *St. Mary's College*, St. Mary's. About half of the above admit both sexes. All have preparatory and classical courses of study, and all, except St. Joseph's, courses which lead to the degree of bachelor of science. All include French and German in their curricula, and many also music, drawing, and painting. Nine report commercial courses, two courses in engineering, one a medical, and one a theological course, while two others give biblical instruction throughout the four collegiate years. Four report gifts received during the year amounting to nearly \$45,000, Berea College receiving from friends \$12,458; Center College, \$4,500 from subscriptions, principally to endow a chair; Central University of Kentucky, \$3,000 for endowment; and Georgetown College, \$25,000. For further statistics of colleges reporting, see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

##### COLLEGIATE INSTITUTIONS FOR YOUNG WOMEN.

Besides the advantages afforded young women in about half of the colleges and universities above named, reports from this State show twenty-three colleges, seminaries, and academies exclusively for them, all offering a collegiate course and all but 2 of them authorized by law to confer collegiate degrees. Music forms a part of the course of study in all these institutions, German in all but 2, and French in all but 3. For statistics see Table VIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The *State College of Kentucky*, Lexington, presents preparatory, agricultural and scientific, and classical courses of study, each extending over 4 years, besides normal and



**Commercial courses.** Each legislative representative district may send each year, on a successful competitive examination, one student to whom tuition is free, preference being given to energetic, moral young men whose means are not large. All young men receiving free tuition must, and all others may, pursue a course of practical instruction in mechanics and agriculture. For labor that is valuable otherwise than as a means of instruction, compensation is allowed. All young men belonging to the college who are not excused therefrom are required to belong to the department of military art and science. A new college building has been erected, containing a chapel, and lecture and recitation rooms, etc., sufficient for the accommodation of 600 students; also a dormitory with rooms for 90.

Besides the general scientific courses offered by nearly all the colleges and universities, as above noted, Ogden College and Kentucky Military Institute have schools of civil engineering, and departments of military science and tactics are reported by South Kentucky College and St. Mary's College. For statistics of scientific schools reporting see Table X of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGICAL** instruction in a 4-years course is reported by the College of the Bible, Lexington (Disciples), a school intimately connected with the Kentucky University, although independent of it in administration and control; in the Southern Baptist Theological Seminary, Louisville, in a course of 3 to 4 years. In Preston Park Theological Seminary, Louisville, and St. Joseph's College, Bardstown (Roman Catholic), ecclesiastical instruction, with a view to church service and the priesthood, is also given. The Theological Seminary of the Presbyterian Church, Danville, formerly reporting, has been in partial suspension since 1882-'83, having but one professor and one student in April, 1885, though well endowed. Theological or biblical instruction is also given to some extent in Berea College. For statistics of such theological schools as report, see Table XI of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

**LAW.**—No report has been received from the Louisville School of Law for several years, and no other institution for legal instruction is known to exist in the State.

**MEDICAL** training is given in the medical department of the University of Louisville, Kentucky School of Medicine, Louisville Medical College, and Hospital College of Medicine, all at Louisville and all following the regular school of practice. An examination for admission is required by all except the first named, where it is optional. All present a 3-years course of medical study, including 2 terms of lectures, the latter ranging from 20 to 26 weeks in length. The whole number of matriculates during 1884-'85 was 546, of whom 219, or about 40 per cent., were graduated. For further statistics see Table XIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner, preceding.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The *Kentucky Institution for the Education of Deaf-Mutes*, Danville, a free school supported by the State, admits white pupils 10 to 30 years of age, of sound mind and good health. Instruction is given in the common school branches, with physiology and natural philosophy, the sign language being the method principally employed, although articulation has been introduced. Training is also given in printing, bookbinding, carpentry, gardening, sewing, and general housework.

The question as to what is to be done for the colored deaf-mutes of the State has come up for consideration, and it has been suggested that another institution for them should be established, under the same board and the same principal, but separate and distinct.

##### EDUCATION OF THE BLIND.

The *Kentucky Institution for the Education of the Blind*, sustained by the State, gives support and free instruction to its pupils; also clothing, in cases of destitution. The age for admission is from 6 to 18, but persons over 18 may be received under special conditions. The course of literary instruction is similar to that of any well endowed boarding school for pupils that can see. Special attention is paid to the cultivation of music in all who give promise of success in the art. Training is also given in chair caning, broom and mattress making, sewing by hand and machine, cutting and fitting of garments, and knitting. A kindergarten class for the younger pupils, which belongs to the course of training, has proved a very valuable aid, developing, as it does from the



very outset, the sense of touch as well as other faculties peculiarly necessary to a blind child.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *Louisville House of Refuge*, under municipal control, receives both white and colored boys and girls who need its care, and in separate departments aims to give them, with the elements of an English education, thorough training in such industries as cane seating, shoemaking, gardening, farming, sewing, laundry work, and housekeeping. No statistics for the year 1884-'85 have been received.

*Mission Industrial School*, Lexington, non-sectarian and supported by voluntary contributions, reports 120 girls under training during 1884-'85, and 1,200 since the organization of the institution in 1875.

The *House of the Good Shepherd*, Newport, a Roman Catholic institution, supported in part by voluntary contributions and in part by industry, reported 80 girls under instruction during the year, most of whom were orphans, who received instruction in the common branches, housework, and sewing.

### EDUCATIONAL CONVENTIONS.

#### KENTUCKY STATE TEACHERS' ASSOCIATION.

This association held its session for 1884 at Louisville, December 29. Committees were appointed to consider and report on the following subjects: "Federal aid;" "Union of teachers' and county associations;" "Normal schools;" "Grading and supervision of schools;" "Educational journalism;" "Moral education;" "Certificating teachers;" "The new education;" "Local taxation;" "Compulsory education;" and "Tenure of office." Some of these topics came before the association in the form of addresses and papers, as well as in the reports of committees. The report of the committee on compulsory education, stating the necessity for a State law to enforce school attendance, was adopted enthusiastically without discussion; that of the committee on Federal aid, urging the necessity for a Congressional appropriation for common schools, the same to be controlled by the State authorities, was likewise unanimously adopted. The association resolved, also, as recommended by the committee on the relation of public schools to politics, that as teachers they would hereafter give more attention to the selection of men for office by political parties, and to their opinions on the subject of common schools.

The constitution was amended so as to provide for the election of a vice-president for each Congressional district, besides the one for the State, to constitute a board of council for the association, the district vice-presidents to be selected by the members of each Congressional district present.

Another meeting of the association was held July 2-4, 1885, at Lexington. Among reports by standing committees that on the "Limits of the proper work to be considered by the State Teachers' Association" was read by the chairman and ordered to be printed, as also was one from a committee on the "New education." A paper on the teaching of physiology, with reference to the effects of the use of alcoholic stimulants, was read by a delegate from the W. C. T. U. After listening to a paper suggesting changes in the schools laws, the association adjourned to attend a banquet offered by the citizens.

At subsequent sessions reports were read from various committees, including that on "Defects in common schools and their remedies," in which were recommended amendments to the school laws, providing, among other things, that county superintendents be elected for four years, and be required to devote their whole time to their work. A committee previously appointed to draft a plan for organizing a teachers' reading circle reported such a plan, which was adopted. It provides that the circle shall be under the control of a committee of 3, to be selected by the association; the course to extend over 3 years, at the end of which time each member that has faithfully pursued it will receive a diploma, signed by the president and board of control of the association. A paper from the committee on Federal aid, approving of the Blair bill to appropriate money in aid of education in the States in proportion to illiteracy, was read, and after some discussion was approved.

The association adjourned to meet at Catlettsburg at the call of the State Board of Education.

### OBITUARY RECORD.

#### GEORGE E. ROBERTS.

Maj. G. E. Roberts, one of the oldest principals of public schools in Louisville, died at his residence in that city, April 21, 1885. Born at Milton, Pa., in 1803, he came to Louisville in 1856 to take charge of a school, and remained in connection with the schools

of that city or vicinity during the remainder of his life. He assisted in organizing the first teachers' association in Louisville, more than 25 years ago, and this sketch is obtained in part from appreciative resolutions adopted in respect to him at a late meeting of the Educational Association of that city. Among other testimonies to his excellence it is said that at no time in his life did he fall behind in the march of thought and professional advancement, but was ready to try all things promising improvement, bringing to their test a judgment capable of perceiving, and willing to see, merit wherever it existed.

CHIEF STATE SCHOOL OFFICER.

Hon. J. DESHA PICKETT, *superintendent of public instruction, Frankfort.*

[Second term, September, 1833, to September, 1837.]

**LOUISIANA.**  
**STATISTICAL SUMMARY.**

	1884.	1885.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (6-18).....	a 291, 049	a 291, 049	.....	.....
White youth in public schools .....	49, 931	59, 032	9, 101	.....
Colored youth in public schools.....	31, 093	40, 909	9, 816	.....
Whole enrollment.....	81, 024	99, 941	18, 917	.....
Average attendance of whites.....	35, 487	41, 029	5, 542	.....
Average attendance of colored .....	21, 862	29, 317	7, 455	.....
Whole average attendance.....	57, 349	70, 346	12, 997	.....
Per cent. of attendance to enrollment ..	70. 78	70. 39	.....	.39
Pupils in private schools reported.....	.....	21, 746	.....	.....
<b>SCHOOLS.</b>				
Public schools for white pupils .....	1, 080	1, 071	.....	9
Public schools for colored pupils .....	538	582	44	.....
Whole number of public schools.....	1, 618	1, 653	35	.....
Length of schools in days for whites..	88	110	22	.....
Length of schools in days for colored..	93	108	15	.....
Private schools reported.....	131	391	260	.....
<b>TEACHERS.</b>				
White men teaching.....	590	575	.....	15
White women teaching.....	897	918	21	.....
Colored men teaching.....	362	419	57	.....
Colored women teaching.....	154	208	54	.....
Whole number in public schools.....	2, 003	2, 120	117	.....
Teachers reported in private schools..	139	771	632	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of white men teaching.	\$33 95	\$34 82	\$0 87	.....
Average monthly pay of white women teaching.	29 45	31 75	2 30	.....
Average of colored men.....	29 40	20 36	.....	\$9 04
Average of colored women.....	28 25	27 50	.....	75
Expenditure for public schools .....	470, 317	450, 030	.....	20, 287

a United States census of 1880.

(From the biennial report for the years 1884 and 1885 of Hon. Warren Easton, State superintendent of public instruction.)

**STATE SCHOOL SYSTEM.**

**GENERAL CONDITION.**

The above figures show a large increase during the last year in the number of pupils, both white and colored, enrolled in the public schools, and in average daily attendance therein, while a comparison of these items with the figures for 1882-'83 shows a still more remarkable growth. The number of public schools taught also increased during 1885, as did that of teachers for them. As for the pay of these, it does not appear whether the average for the State decreased or not, although the whole expenditure for public schools was over \$20,000 less than in 1884.

The State superintendent says the years 1884 and 1885 were years of a great educational revival; that the people are awakening to the vital necessity of protection



against ignorance. He thinks, however, that certain changes in the school law are absolutely necessary to secure the full benefits which are expected, and which should result from the public school system. Among the amendments suggested is an increase in the minimum rate of State taxation from 6 to 7 mills on assessed valuation; one and a half mills to be set apart for the support of public schools, and one-half mill for the payment of interest on school funds, the support of the office of State superintendent, of normal schools, and teachers' institutes. He thinks parish superintendents should be appointed by the State superintendent, subject to confirmation by the Senate, instead of being, as at present, appointed by parish boards; that the duties of parish boards should be more clearly defined; a better plan adopted for the appointment of teachers; the teacher's tenure of office made more secure; and a provision adopted giving preference to graduates of the State normal school in making appointments of teachers.

#### ADMINISTRATION.

The State school system is administered by a State board and a State superintendent of public education. The board is composed of the governor and other State officials, with two citizens appointed by the governor for 4 years; the State superintendent, who is *ex officio* a member of the board, is elected by the people, also for 4 years. Parishes, answering to counties in other States, have (except that of Orleans) each 5 to 9 directors of public schools appointed by the State board for terms of 4 years. Each parish board of directors may appoint a superintendent of public schools, who is *ex officio* secretary of the board, and whose salary for his double functions must not exceed \$200 annually. The parish board divides the parish into wards, or districts, and appoints for each, at its discretion, auxiliary visiting trustees, who report quarterly to the board. The State board has power to make regulations for the government of the public schools and to select, every 4 years, the text books used in them. The State constitution provides that women over 21 shall be eligible to any office of control or management under the school laws.

#### FINANCES.

The means provided by the State for the support of public schools come from interest on a nominal State fund (\$1,130,867) to be paid annually to each parish in proportion to the number of youth therein 6 to 18 years of age; from a poll tax on each voter not to exceed \$1.50 annually nor to be less than \$1; from a State tax not to exceed  $1\frac{1}{2}$  mills on \$1, and from a local levy of 2 mills on \$1, which any parish may order.

Aid from the Peabody Fund was received during the year amounting to \$1,800, of which \$1,000 were applied to the support of teachers' institutes.

From the Slater Fund there was no allowance for the year except \$1,400 for a denominational college at New Orleans.

#### NEW LEGISLATION.

The Louisiana laws of 1884, page 61, provide that, in addition to the regular work of the session of the State Normal School, at Natchitoches, the faculty shall be required to hold at least 3 teachers' institutes every year, of not less than 2 weeks each, at different points in the State, due notice of which is to be given at least 30 days before the close of the annual session of the schools.

The course of studies in the normal school is to embrace a series of lectures on the principles of education, the art and science of teaching, modes of discipline, school management, and other branches of pedagogic science, with such instruction in natural science, hygiene, physiology, and other useful branches of learning as the faculty, with approval of the board of administrators, may elect. The normal course may be divided into 2 years; but there is to be no preparatory department, nor admission of pupils under 18 years of age; nor may any one be admitted who is not proficient in the ordinary branches of a common school education, or who does not express a *bona fide* intention to teach at least a year in the schools of Louisiana.

For support and maintenance of the school \$6,000 annually is appropriated.

#### CITY SCHOOL SYSTEM.

##### NEW ORLEANS.

*Officers.*—The public schools of this city are under the control of a board of 20 directors, of whom 8 are appointed by the State board of education, and 12 by the board of administrators of the city. A city superintendent is appointed by the board of directors.

*Statistics.*—Population of the city (census of 1880) 216,090; youth of school age (6-18), 63,000; enrolled in public schools, 23,180; average daily attendance, 13,138; number of teachers, 379; total expenditure for public school purposes, \$249,000.

*Additional particulars.*—The 53 public schools taught during 1884, comprising 41 for white and 12 for colored children, were classed as primary, grammar, and high; to these were subsequently added a normal school and a school for deaf-mutes. To the 12 colored schools, embracing 2 primary and 10 grammar schools, may be added the Southern University, a State institution which supplies the place of a high and normal school for colored boys and girls.

The Cotton Centennial Exposition held here in 1885 had a decided influence on the schools, and a favorable one in most respects. True, it curtailed the working period of the school year by increasing the number of holidays, and by absorbing the attention of pupils it diverted their minds from the regular routine of study; but on the other hand, the desire to display creditable work gave an impetus and force to what was before but dull routine. Among the lessons drawn from a comparison of this work with that shown by other cities is, that sufficient attention has not been given here to drawing, modeling, and the various minor arts of an industrial school. It was evident, too, that kindergarten instruction during the first year of school life gives pupils a great advantage in such branches; and the city board of directors consequently made a beginning towards the establishment of kindergarten primary schools. Evening classes in drawing, for the benefit of mechanics and others who are occupied during the day, have been sustained by Tulane University (an institution outside of the public school system), which has given also free instruction on Saturdays to all teachers who wish to undertake the course. These classes, moreover, which have been fully attended, have made possible the introduction of drawing into the public schools.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS.

No person may be employed to teach in the public schools of any parish in this State without a certificate from a special committee appointed by the parish board to examine teachers.

### STATE NORMAL TRAINING.

The *Louisiana State Normal School*, for the establishment of which an appropriation of \$6,000 was made by the legislature of 1884, was located at Natchitoches, that town, with the parish, having given buildings and grounds for its use. The school was organized October 29, 1884, but, owing to various difficulties encountered, was not opened till the following fall.

As already noted, provision was made in May, 1885, for the organization by the city school board of a normal school at New Orleans, a resolution to that effect having been made effective by the State board of education appropriating to the purpose all the accumulated rents and revenues of the State normal school property situated in New Orleans.

### OTHER NORMAL TRAINING.

The *Peabody Normal Seminary*, New Orleans, and the *Peabody Normal School*, also at New Orleans, the former for white students, the latter for colored, were, up to 1883, maintained solely by contributions from the Peabody Fund. This aid has since been discontinued, the State failing to make any appropriations for the schools or encourage them in any way. The seminary, from its organization in 1870 up to 1883, had sent out as many as 250 well qualified teachers, most of whom have served efficiently in the public schools of the State; while the school for colored teachers had during its 6 years' existence provided at least 40 carefully trained teachers. The value of both institutions being freely acknowledged, the board of trustees asked the legislature in 1884 for an appropriation of \$3,000 towards the support of the normal seminary, and of \$1,200 towards the support of the normal school for colored students; but what action was taken on the petition does not appear. Still, a letter received by the agent of the Peabody Fund from Superintendent Easton, and quoted in the report for 1884-'85, says that the entire State was aroused to the importance of doing more for the common school interests, and a belief is expressed that at the next session of the general assembly normal and institute work will receive liberal support.

Normal training is given in Leland University, where a 3-years course of study prepares students for teaching schools of high grade; in New Orleans University, where the instruction is connected with the college course; and at Straight University, where there is an elementary course of 2 years and a higher one of 2; while in Southern University lectures are given on the principles of teaching and discipline, supplemented by practical class work.

### TEACHERS' INSTITUTES.

In the law of 1884 creating the new State normal school, provision was made, as already noted, for teachers' institutes, to be held by the State superintendent and the faculty of the school. Institutes received from the Peabody Fund during 1884-'85



\$1,000. They were held in 6 different places, continuing in session 5 days each. The attendance was good, including both white and colored teachers; the discussions were earnest, and the subjects practical.

#### EDUCATIONAL JOURNAL.

The *Louisiana Journal of Education*, a monthly, edited by a former State superintendent, and published at New Orleans, is the official organ of the Louisiana Educational Society. It contains a large amount of information on school matters, as well as interesting discussions on educational topics.

#### TEACHERS' READING CIRCLE.

The State superintendent notices the formation of such a circle as a new and valuable agency in the work of improving the teachers, by getting them to read and study a course that will elevate and broaden their educational ideas.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

No definite information can be given regarding any of the public high schools of the State except the two in New Orleans, one for girls and one for boys, having an enrollment in 1885, respectively, of 210 and 95, and an aggregate average attendance of 229. The reports show that a high degree of prosperity attended both schools during the year.

##### OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools see Tables IV and VI of the Appendix, and for summaries see corresponding tables in the report of the Commissioner preceding.

At Tulane University, New Orleans, there is a preparatory high school, which has courses of 3 years—classical, literary, mathematical, natural science, commercial, and mechanical—with drawing, manual training, and gymnastics. No other is reported in Louisiana.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, opened under its present name in 1877, had its origin in certain grants of land made by the United States Government at different times from 1806 to 1862. It provides literary and scientific courses of instruction, each of 4 years, intended to give a systematic training in the most important branches of liberal and technical education. The literary course, besides mathematics and natural sciences, includes Latin, Greek, English, French, mental and moral science, history, English literature, and practical economy. The institution is governed and its financial matters controlled by a board of supervisors, 12 of whom are appointed by the governor and 3—the governor, State superintendent, and president of the faculty—hold their positions *ex-officio*. The discipline of the university is in the hands of the president; the method of the government is military. Col. David F. Boyd, the efficient head of the institution from 1865 to 1880, became again its president in 1883.

The other colleges and universities reporting are *Jefferson College*, St. James; *St. Charles College*, Grand Coteau; *Centenary College of Louisiana*, Jackson; with 6 others, all at New Orleans, namely: *College of the Immaculate Conception*, *Leland University*, *New Orleans University*, *Straight University*, *Tulane University of Louisiana*, and *Southern University*. Four of the above, viz, Leland, New Orleans, Southern, and Straight Universities, admit both sexes to their regular courses, and Tulane University has special free courses to which they are admitted. All have preparatory and classical departments; 3 add courses for the degree of bachelor of science; 3 courses in theology; 2 in law; and 1 in medicine. Four prepare for business, and an equal number for teaching; all include French in their courses of study, and all but one German, either as an elective or required branch, while several include Spanish, music, and art.

Southern University, opened in 1883, has its college courses arranged in distinct schools; there are also an industrial and a normal department. The degrees conferred are those of bachelor of arts, bachelor of science, and bachelor of literature.

Gifts were received during 1884-'85 by Straight University from friends in Massachusetts of \$1,000 for scholarships, and by Tulane University from Paul Tulane of Princeton, N. J., \$60,000, of which \$10,000 were for the museum and the remainder for manual training, to be applied to the education of the white youth of Louisiana.

For statistics of the above institutions see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.



## SUPERIOR INSTRUCTION OF WOMEN.

Provision for the superior instruction of young women, in addition to the opportunities offered in the above-named colleges, is made by four collegiate institutions, viz: *Silliman Female Collegiate Institute*, Clinton; *Keachi College*, Keachi; *Mansfield Female College*, Mansfield; and *Minden Female College*, Minden. All these are authorized by law to confer collegiate degrees; all present undergraduate courses of 4 years, or the equivalent of this in distinct schools; all include French, music, drawing, and painting in their courses; and all German also, except Minden, which substitutes Spanish for German. For statistics of these colleges see Table VIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The scientific department of the State University, embracing agricultural and mechanical studies, mathematics, French, German, English history and English literature, drawing, theoretical and practical mechanics, zoology, botany, physics, and chemistry, both general and agricultural, aims to give the liberal and practical education contemplated in the Congressional grant to the college. Being intended especially for those who expect to devote themselves to the industrial arts or to agriculture in Louisiana, it prepares them to cultivate and handle the staple crops of the State, sugar, cotton, and rice; it also gives instruction in a few of those branches of general and special culture which help to make the home of the planter or mechanic comfortable. The agricultural and mechanical courses are accomplished in 2 years, just half the time required for a degree. This is not considered a full course for mechanical or civil engineers, but one which will give a sound and thorough groundwork. It leads to the degree of graduate in mechanics.

Centenary College and New Orleans University provide general scientific courses; Southern University, in which the curriculum is arranged in distinct schools, gives the degree of B. S.; and Tulane University, also thus organized, presents natural science and mechanical courses as 2 of the 6 schools which lead to the degree of B. A.

For statistics of scientific schools reporting see Table X of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

## PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in Leland University (Baptist), New Orleans University (Methodist Episcopal), and Straight University (Congregational). The course for the degree of bachelor of divinity extends over 3 years. Those students who have not previously taken the degree of bachelor of arts are given certificates on completion of their theological studies. Straight University reports that its school continues to be rather a theological class than a systematized department, owing to the lack of college graduates and of candidates for the ministry who are willing to spend 3 full years of study in preparation. Thus its students are largely young men already licensed as local preachers, and doing work as evangelists, who feel their need of Biblical instruction, and come for this in the intervals of their evangelistic work.

**LAW.**—Legal training is given in the law department of Tulane University of Louisiana, and in that of Straight University, the latter for colored students. Both require for graduation a 2-years course of study, to which students are admitted without examination. The report of the law department of Tulane University expresses a hope that the tendency there may be towards an early elevation of the standard. The degree of bachelor of laws granted by this school authorizes the holder to practice law in all the courts of the State, and the course aims to prepare them for practice in any of the States of the Union.

**MEDICINE.**—The Medical Department of Tulane University, New Orleans, regular school of medicine, offers and recommends a 3-years graded course of study, but required for graduation in 1884-'85 only the ordinary 3 years of study, including attendance on two annual courses of lectures. No examination was required for admission.

The former medical departments of New Orleans and Straight Universities appear to have been discontinued, but Leland University expresses in its catalogue for 1884-'85 an intention to organize such a department as soon as circumstances will admit of it.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The *Louisiana Institution for the Deaf and Dumb*, a free school supported by the State, gives instruction by the manual method in common school studies, the pupils being divided into four carefully graded classes. A beginning only has been made in the matter of industrial training, the great obstacle to this being a lack of room.

A printing office and the nucleus of a carpenter's shop afford opportunity to a few of the boys to learn something of these employments; while the girls are taught sewing, including fancy work and mending.

Since 1884 a class in articulation has been added and needed repairs made in the buildings.

#### EDUCATION OF THE BLIND.

The *Louisiana Institution for the Blind*, Baton Rouge, gives its pupils instruction free of cost in the branches of a first class English education, including music, as well as in several special departments of mechanical work. The house occupied by the institution, however, cannot accommodate half the number of pupils that should be in attendance—as appears from the report for 1885, during which year about 30 pupils received instruction. An additional house is needed, capable of accommodating 40 pupils.

#### EDUCATIONAL CONVENTIONS.

##### STATE EDUCATIONAL ASSOCIATION.

This association, organized in 1884, met at Monroe, August 11, 1885. Its president, Hon. Warren Easton, State superintendent of public instruction, delivered an address urging the necessity for public education, saying among other things that education diminishes crime and pauperism, and that those who own property obtain good insurance by contributing to public school interests. An eloquent address by Governor McEnery illustrated methods of educating the young; and one on the education of the colored race reviewed some of the writers on this subject, noted its difficulties, urged the importance to these people of moral as well as mental training; also the point that those people who were reared with them are better fitted than any others to instruct them. Colonel Nicholson, of the State university, spoke of the objects of the State Educational Association, which, he said, includes in its membership not only teachers, but all persons interested in education, of whatever profession or avocation. Other topics presented were: "The education of girls;" "The co-education of the sexes;" "Natural history;" "Scientific temperance in common schools;" "School organization;" "Physiology and hygiene in public schools;" and "Teaching and the qualification of teachers." A paper was also read on common schools, presenting with great force points looking to improvements in the system.

##### LOUISIANA EDUCATIONAL SOCIETY.

This society, organized in 1884 to advocate and promote public education in the State has, besides the efficient work noticed in the Report from this Bureau for 1883-'84, aided in securing amendments to the school laws, in assisting to inaugurate an educational department in connection with the Cotton Centennial Exposition at New Orleans, and in arousing an interest in public education throughout the State. About 4,000 circulars and documents were forwarded to prominent gentlemen and newspapers urging the formation of auxiliary societies in the respective parishes, a number of which were organized. Plans for the establishment of a free kindergarten were made by the ladies comprising the committee of the Society on Woman's Work, and only a lack of means has prevented their realization, an obstacle which it is hoped the liberality of citizens will before long remove. Various other steps have been taken in accordance with the aims of the society, some of which succeeded and others failed temporarily; among the latter was an effort to secure the formation of a public library in New Orleans.

#### CHIEF STATE SCHOOL OFFICER.

Hon. WARREN EASTON, *State superintendent of public education, New Orleans.*

[Term, January, 1884, to January, 1885.]

## MAINE.

STATISTICAL SUMMARY.<sup>1</sup>

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4 to 21) .....	213,524	214,121	597	.....
Number of different scholars enrolled in public schools.	146,345	145,121	.....	1,224
Average daily attendance in winter..	100,630	99,964	.....	666
Average daily attendance in summer.	97,414	98,792	1,378	.....
Percent. of different scholars enrolled to enumeration.	.69	.68	.....	.01
Number attending free high schools.	9,757	9,596	.....	161
SCHOOLS.				
Towns having the township system..	54	60	6	.....
School districts in other towns .....	3,865	3,813	.....	52
Parts of districts reported .....	329	306	.....	23
Average school term in days .....	104	106	2	.....
Number of graded schools .....	771	821	50	.....
Number of ungraded schools .....	4,048	4,011	.....	37
Whole number of schools .....	4,819	4,832	13	.....
Public school-houses .....	4,312	4,348	36	.....
School-houses built during the year.	73	72	.....	1
School-houses in good condition .....	3,046	3,050	4	.....
Towns having high schools .....	123	142	19	.....
TEACHERS.				
Men teaching (summer and winter)..	2,088	2,058	.....	30
Women teaching (summer and winter).	7,658	7,692	34	.....
Whole number of different teachers..	7,448	7,596	148	.....
Number having experience .....	6,374	6,485	111	.....
Graduates of normal schools .....	587	579	.....	8
FINANCIAL STATEMENT.				
Average monthly pay of men teaching.	\$32 59	\$32 07	.....	\$0 52
Average monthly pay of women teaching.	16 28	15 84	.....	44
Whole expenditure for public schools	1,134,050	1,086,894	.....	47,156
Value of public school property .....	3,045,822	3,077,396	\$31,574	.....
Cost of houses built during the year.	82,873	48,128	.....	34,745

(From the thirty-second annual report of Hon. N. A. Luce, State superintendent of common schools, for the years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The above statistics, when compared with those of the previous year, show an improved and improving condition of the schools. The increase in school children is taken as an indication that the limit has at last been reached in the decrease in this item which has been going on for many years. The decline in public school enroll-

<sup>1</sup> The figures in this summary have been taken from the last printed report of the State superintendent, on account of many items being included therein which are not given in a return previously received.



ment is not deprecated, since its correct interpretation is found in the fact that there is a growing feeling against sending the child of four years to the ordinary public school. On the whole, the statistics of attendance are considered as showing a more intelligent and active parental interest, compelling by its demands better teaching and better supervision, and securing by its exercise a more continuous and regular school attendance.

There was an increase of two days in average school term and of 1,632 in the number of weeks taught, the latter estimated to be equal to one week's schooling of 47,158 pupils. An increase of 50 in graded schools shows progress in the direction of more systematic school work, and in connection with the small increase of 13 in the whole number of schools and the considerable decrease in ungraded ones, indicates that many small schools have been absorbed into the larger ones. There is thus a trend in the direction of the gradual strengthening of the whole system by the extinction of the unnecessary small schools, which are sources of waste in almost all respects.

The whole expenditure for public school purposes decreased during the year by over \$47,000; but this was chiefly from a decrease in the amount paid for new school-houses, and from a more careful, efficient, and economical management of the schools in general.

Another indication of progress is found in a continuance of the decrease in men teaching and the increase in women which has been going on for four years. Taken in connection with the fact that during the same period the expenditures for public schools have increased, and that for the same pay a better qualified woman than man can be employed, the superintendent thinks the increased proportion of women teaching is a stronger proof of the demand for better teachers than anything else that could be adduced. Less indicative of improvement is the increase in the number of different teachers employed during the year, at least 2,000 changes occurring, each entailing a waste of two weeks; these changes, too, occurring generally in the ungraded rural schools, in towns still burdened by the district system, where waste can be least afforded. A slight decrease in pay of teachers may partly account for the number of changes, and for the lack of increase in normal graduates employed. While this decrease in teachers' pay has made possible longer school terms with a smaller expenditure of money, the sacrifice, the superintendent says, was needless, as the proper direction for economy is the abolition of the needless, small, and weak schools, in which much of the people's money is wasted, thus securing larger and stronger schools, and better qualified and better paid teachers.

Eight towns abolished the district system at their last annual meetings, and two which voted to abolish last year decided to return to the old system; so that the net gain in this direction was but six. This, the superintendent thinks, does not express the full measure of the growth of opinion in favor of the abolition of the system. He believes that the intelligent public opinion of the State is, by a large majority, strongly in favor of this reform. On the whole, the superintendent thinks, the facts show a healthy, though slow progress, towards greater efficiency; more economy in management of schools, improvement in their organization, a better quality of instruction, comparative increase in amount of work done in them, and more efficient supervision. There were also an extension of the system of high schools and a growing adjustment of their work to that of the common schools; an increase of attendance on normal schools and of the numbers graduating from them; a more efficient organization of teachers' associations; increased attendance on them, and more systematic and practical work done in them. Further progress is needed, however, in these and other lines, and the superintendent urges earnest and united effort of school officers to secure the adoption of improvements, such as free text-books, the extension of free high schools, and substitution of the township for the district system.

#### ADMINISTRATION.

A State superintendent of common schools, appointed by the governor and council for a term of 3 years, has charge of public school interests in the State. In each township a superintending school committee of 3 members is elected by the voters of the town, or a supervisor of schools is chosen in the same way. In every school district, at its annual meeting, a school agent is chosen, either by the town or by the district, to attend to school affairs. Towns may raise money to provide school books for the use of pupils, or may sell the books to them at cost. Provision for free instruction in industrial drawing may be made in towns and cities for persons over 15, either in day or evening schools. Attendance on some school at least 12 weeks each year is required of children between 9 and 15, unless they are excused by the proper school officers. The system includes graded, high, normal, and reformatory schools, and makes provision for the instruction of the deaf in the asylum at Hartford, or the Portland School for the Deaf, as parents or guardians may choose.

## FINANCES.

Public schools are sustained from the interest of a permanent State school fund, a tax on banks, a 1-mill tax on each \$1 of taxable property, and a local tax of not less than 80 cents on each inhabitant. The proceeds of all except the local tax are distributed among the towns according to the number of children in each between 4 and 21. Failure to raise the local tax involves forfeiture of from twice to four times the amount of deficiency and also forfeiture of the town's share of the State school fund for the year.

## NEW LEGISLATION.

An Act of March 6, 1885, makes the abolition of school districts in a town (township) carry with it an abolition of all union districts that have been formed by such town in concurrence with other towns, and all districts that have been chartered by act of the legislature. Districts thus abolished may not be re-established within 3 years following.

Another Act, approved February 19, 1885, makes the maximum pay for deaf pupils sent to the American Asylum, Hartford, Conn., \$175 a year, and for those sent to the Portland School for the Deaf, \$200.

An Act of 1884, relating to temperance instruction in public schools, makes it the duty of school committees and supervisors, as the proper local school authorities, to provide for instructing all pupils in all schools supported by public money, or under State control, in physiology and hygiene, with special reference to the effects of stimulants and narcotics on the human system. The act further provides that no certificate shall be granted to any person to teach in the public schools of the State after July 4, 1885, who has not, by passing satisfactory examination on this point, given evidence of being properly qualified to impart the above-mentioned instruction.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

Schools of cities and towns are managed by a superintending school committee of 3 members who are elected by the people for 3 years, or by a supervisor of schools elected in the same manner. The committee may appoint one of their number to examine the schools, and must make a written report annually to the town meeting as to their efficiency. Superintendents are also appointed in most of the larger cities, all except two in the following list having such.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Auburn .....	9,556	3,061	1,414	1,208	52	\$21,468
Augusta .....	8,666	2,226	1,289	971	42	24,574
Bangor .....	16,857	5,253	2,943	.....	89	38,075
Bath <sup>1</sup> .....	7,874	2,850	1,950	.....	36	18,793
Biddeford .....	12,651	4,321	1,590	1,186	44	23,705
Lewiston <sup>1</sup> .....	19,083	6,672	2,789	1,795	61	30,269
Portland .....	33,810	11,662	7,027	4,608	151	95,748
Rockland .....	7,599	2,227	1,402	1,097	33	12,485

<sup>1</sup> Statistics for 1883-'84.

*Augusta* (village district) reports satisfactory progress in the public schools, notwithstanding too many changes in the corps of teachers. This prosperity is ascribed to the fact that the people have always been ready to provide the necessary funds and to the earnest labors of directors and teachers. Music was taught during the year without the aid of a special teacher, and with as satisfactory results as formerly, when one was employed. The course of study comprises 10 years below the high school. Graduates of this have the opportunity of practice in the primary schools for the purpose of studying the art and science of teaching. The report of the supervisor in respect to the suburban schools notes the great need for repairs on the school-houses and for more efficient supervision; and, to secure the latter, repeats the recommendation of his predecessor that the district system be abolished.

*Bangor* reports good progress made during 1884-'85, notwithstanding the disadvantage of a large number of changes in the corps of teachers. There was less interruption of study than usual from sickness, and fewer cases of truancy occurred.



Among other changes in the course of study during the year, the instruction in geography and in arithmetic was simplified by leaving out many unimportant details, and that in grammar in the fourth class was made entirely oral.

*Portland* has, in addition to primary, grammar, high, and ungraded schools, a school for the deaf and dumb, and a practice school, or class for the training of teachers. Penmanship, drawing, and music are taught with good results. The course of study remained about the same as during the previous year in all but the high school; in this several changes occurred, particularly in the order in which studies follow each other in the course, an opportunity being thus made to introduce industrial drawing when means shall be provided for it. The various school questions which occupy attention at present, such as manual training in schools, the limits of school work, overcrowding, test examinations, corporal punishment, and others, have been considered by the school board. Corporal punishment in the schools is not forbidden, but its use is discouraged, and in some of the schools under teachers of rare excellence it was not found necessary during the year.

*Rockland* public schools increased during the year in the number of pupils enrolled, average attendance, length of term, and amount expended. Of the 25 schools in operation, 1 was a high school, 3 were grammar, 8 intermediate, 12 primary, and 1 was a mixed, or district school.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS FOR CERTIFICATES.

No person may be employed in the public schools without a certificate from the superintending school committee, showing, besides adequate literary qualifications, good character and suitable temper and capacity for government.

### STATE NORMAL TRAINING.

Three State normal schools, at Farmington, Castine, and Gorham, and a training school in "Madawaska Territory," are provided by the State for the preparation of persons desiring to teach in the public schools. The State makes annual appropriations to the normals, and tuition in them is free to students who pledge themselves to teach in the public schools for a length of time equal to that spent in the school. The regular course of instruction, extending over 2 years, prepares for teaching in the common schools; an additional graduate course is offered by two of the normals to those desiring a preparation for higher positions. The Madawaska Training School, for the purpose of giving a preparation to teach the common schools in the French districts, is sustained a part of the year at Fort Kent and the remaining part at Grand Isle.

During 1884-'85 there were 267 pupils admitted to the schools, the largest number present during any term being 344, and 99 were graduated, an increase for the year of 57 in the whole number admitted, and of 10 in graduates. These figures are considered very satisfactory, measuring not only the amount of work done, but the estimation in which that work was held. In the Madawaska Training School, taught for a term of 42 weeks—22 at Fort Kent and 18 at Grand Isle—the attendance was the largest ever had, registering 78 women and 36 men, who were prompt and regular in attendance and earnest in their work, accomplishing all that ought reasonably to be expected of them. The State appropriation for the year, both regular and for repairs, amounted to \$21,500, of which all but \$26 was expended, the Madawaska Training School receiving \$1,300 of the whole amount.

The three normal schools, the State superintendent says, are growing in popular favor, in efficiency, and in power for good. The outlook for their future has never been so full of promise; but, that such promise may be fully realized, there is needed the aid which school authorities have special facilities for giving, especially by employing and encouraging the employment of their graduates.

The Portland Practice School, a part of the city school system, prepares teachers for the public schools, giving a year of instruction free of tuition.

The normal department of Maine Central Institute, Pittsfield, commenced its session December 8, 1884, and ended November 20, 1885, the school year comprising 37 weeks. During this time 52 different pupils were in attendance, 10 of whom completed the course and graduated in June.

### TEACHERS' CONVENTIONS.

The school law provides for teachers' conventions to be held annually in each county of the State, for improvement in the science and art of teaching, for creating a popular interest in the best methods of improving public schools, and for diffusing a knowledge of these methods. By a resolution of the legislature of 1881 an appropriation was made, and for the next four years renewed each year, for holding these meetings, which, from the first, so met the needs of teachers as to give promise of their becoming



ing a permanent part of the system of public instruction. This was accomplished in 1885, when a fixed amount annually was appropriated for their support, and public school teachers were authorized to suspend their schools for two days each year during the sessions, without forfeiture of pay, unless otherwise directed in writing by the school officers. Twenty conventions were held during the year. That the teachers appreciated the right granted them was evident in an exceptionally large and constant attendance, and in the interest manifested in the exercises.

As an auxiliary to these associations in the work of securing the improvement of teachers, it is proposed to organize teachers' reading circles, and preliminary steps in that direction will soon be taken. One county, Androscoggin, inaugurated the work, 50 of its teachers having enrolled themselves as members of a reading circle.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

High schools were taught in 142 towns, 19 more than during 1883-'84, the number of terms having increased by 34, and the aggregate number of weeks taught by 230, showing growth in the directions most to be desired, viz, the extension of their benefits into the rural towns. There was, however, a small decrease in the aggregate number of pupils attending (9,596), while the average attendance (8,002) was larger than the previous year. As the decrease in aggregate attendance was owing to the adoption of a higher standard of admission, the fact indicates improvement in the instruction given.

The figures as to pupils in different studies show that these schools are gradually coming into more proper relations to the common schools, supplementing the work done in them by taking up only that not properly found there. The rudimentary work which belongs to the common school, but which the high school in many localities has had to do to some extent, is rapidly being relegated to its proper place; and this fact is shown, also, in kindred statistics of the common schools. There seems to be a process of evolution going on by which the common and high schools are mutually modifying each other, and so becoming adjusted as parts of a symmetrical whole. The superintendent thinks the time is coming when the high schools are to become as much a part of the system as the common schools, under the same compulsion that makes the latter general, but that these must first be brought into proper condition by the abolition of the district system and the improvements consequent thereon.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools preparing for college, see Tables IV, VI, and VII of the Appendix, and for summaries of them see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Bowdoin College*, Brunswick, including collegiate and medical departments, continues to offer in the former an undergraduate classical course of study, which allows a wide range of electives in the junior and senior years, including German, Anglo-Saxon, and Sanskrit. Provision is also made for special students not candidates for a degree, and for graduate students prosecuting special studies.

*Bates College*, Lewiston, comprising theological and collegiate departments, and giving in the latter a 4-years classical course of study leading to the degree of bachelor of arts, admits young women on equal terms with men. There are here 10 State scholarships giving free tuition, intended to aid indigent and meritorious students, among whom preference is given to children of those who have fallen in defense of their country; also 13 free scholarships endowed by private gift, one of them being for a lady.

*Colby University*, Waterville, presents a 4-years classical course of study, which takes its constituents in due proportion from the old and the new ideas of education. Both sexes are admitted on equal terms. Persons of suitable attainments, not candidates for a degree, may pursue a partial course of study, but not for a less time than a year. Students may, if necessary, engage in teaching during the second college term (8 weeks) without loss of time, provided they make up all the regular work of their classes, a special arrangement to favor those whose means are small. There are also, for the assistance of worthy and indigent students, 69 endowed scholarships, whose incomes vary from \$36 to \$60 a year.

Colby University received gifts during 1884-'85 amounting to \$50,225, intended for general purposes, of which sum \$50,000 was from Gardner Colby, esq. (deceased); Bowdoin College reports a gift of \$2,000, from William G. Means, to found a scholar-

ship, and Bates College the receipt of about \$3,000, the name of donor and purpose of gift not mentioned.

For statistics of the above colleges see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION OF WOMEN.

Two institutions for the higher instruction of young women, viz. Maine Wesleyan Seminary and Female College, Kent's Hill, and St. Catherine's Hall, Augusta, are known to be in existence, although no report from either has been received for 1884-'85. Coburn Classical Institute, Waterville, formerly reported under this heading and included, like the others, in Table VIII, claims to be only a secondary school and will now be found in Table VI.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Maine State College of Agriculture and the Mechanic Arts*, Orono, provides 5 full courses of study extending over 4 years, viz: in agriculture, science and literature, chemistry, civil engineering, and mechanical engineering, giving the degree of Sci. B. on the completion of the first 3, and, for the other 2, B. Civ. Eng. and B. Mech. Eng. A special point is made to furnish opportunity for practically applying lessons learned in the class room. The farm contains 370 acres of fertile land, with great diversity of soil, and thus well adapted to the purposes of the institution. Valuable scientific apparatus, a library of nearly 5,000 volumes, and 3 well equipped machine shops where students are required to work and thus learn to apply the principles they have studied, are among the facilities for illustration. The terms are so arranged that the long vacation occurs in the winter season, when students, if they will, may engage in teaching, thus enabling those of small means to defray a large part of their expenses. Then, too, all taking the course in agriculture work on the farm, and for such labor compensation is given according to efficiency. The college received during 1884-'85 from ex-Governor Abner Coburn, of Skowhegan, a gift of \$100,000 for general purposes, of which the interest only is to be used. For statistics see Table X of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—*Bangor Theological Seminary* (Congregational) and the theological school of Bates College (Free Baptist) are the institutions reporting theological training. Both require an examination for admission and provide courses for the degree of bachelor of divinity extending over 3 years; each term lasting, in the case of the former, 37 weeks, and in the latter, 39. The school at Bangor has, during the 60 years of its existence, as shown by a statement made in 1880, sent out 600 graduates, besides giving a degree of preparation to 166 who studied for one or more years without graduation. A gift of \$600 was received by this school, in 1884-'85, from Lucy S. Adams, of Castine. For statistics of theological schools see Table XI of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

**MEDICAL** instruction is given in the *Medical School of Maine*, Bowdoin College, the *Portland School for Medical Instruction*, and the *Eclectic Medical College of Maine*, the first two of the "regular" school of practice. The school at Bowdoin College provides the ordinary 3-years medical course, including two annual lecture terms of 16 weeks each; the school at Portland, 2 annual terms of 15 weeks each; the latter, however, not giving a medical degree. The eclectic school, organized in 1881, provided an adequate amount of instruction during the first years of its existence, but does not appear to be doing this now, the annual lecture term comprising only 16 weeks. For statistics see Table XIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *State Reform School*, Portland, receives boys from 8 to 16 years of age who need its care, giving them instruction in fundamental English branches as well as in manners, morals, and industries such as baking, cane-seating, carpentry, farming, gardening, house and laundry work. The mechanical department, recently organized, in which 24 boys were employed, had, at the date of report, already qualified them to do excellent work in making repairs about the building. The shop is equipped to its full requirements with benches, first class carpenter's tools, engine, etc. Reformation is the first and leading idea of the institution, and to this end all the methods of management point. Good conduct, progress in study, attention to work,



and personal neatness, are each given merits, and, upon the attainment of a certain number of these, promotions are made into a higher grade and often release obtained before the boy attains majority. During the year one boy was indentured, and 25 were let out on leave of absence, only one of whom was sent back to the institution. Whole number under instruction, 105.

The *Maine Industrial School for Girls*, Hallowell, is under the management of a board of 12 trustees, including the governor, secretary of state, and state superintendent of common schools, and is supported partly by contributions and partly by State appropriations. Friendless girls, who have offended against the laws or are in danger of becoming offenders, here find a home where they are taught such useful knowledge as is adapted to their capacity, including the branches of a common school education, housework, knitting, and sewing, and are thus fitted for homes in families, which are found for them. During 1885, 22 were sent to homes, 5 were returned to the school, 1 was married, and 16 were committed, the average number present being 49. The new building provided for by the legislature of 1884 was completed during the year, and at date of the report, December, 1885, was expected to be ready for occupancy in a few weeks.

#### EDUCATION OF THE DEAF AND DUMB.

No State institution is sustained for this class, but provision for their education is made either at the Hartford Asylum or at the Portland School for the Deaf, as parents may prefer.

The school at Portland, a day school belonging to the city system, gives instruction in all the branches pursued in schools for the hearing, the articulation method being that in use. Few changes in routine or methods occurred during 1884-'85, but the progress was more satisfactory than in former years, owing to an improvement in the grading. There were 46 pupils in attendance.

#### EDUCATIONAL CONVENTIONS.

##### STATE ASSOCIATION.

The Maine Pedagogical Society, which holds two sessions each year, of two and three days each, is strictly professional in character, none being admitted to membership except such as are making educational work, in some of its forms, their sole or leading business, and such as have proved their fitness for it by a successful experience. It has for its purpose the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education. The exercises consist of formal and carefully prepared presentations of subjects for consideration, general discussion of the subjects so presented preliminary to their reference to appropriate committees, and final discussion and decision regarding such subjects after reports from committees.

The second meeting of 1884, held at Portland, October 16-18, is reported as the largest and most profitable in the history of the organization. The annual address of the president, following one of welcome from the mayor of Portland, took grounds against the introduction into the schools of too many studies and of such as are not adapted to the capacity of pupils, an excessive amount of system at the expense of the teacher's individuality, a tendency to impose too much responsibility on the school, making it take the place of parents, church, and society, and also against the sentimentality that would compel a teacher to wear out life in endeavoring by moral suasion to control scholars whose home life has destroyed the feelings to which appeal must be made in such an effort. Among other topics presented in addresses were: "Teaching history," "Professional reading for teachers," "Natural science as a common school study," "A course of study for ungraded schools," "Symmetry of development," and "Ranking and examination as inducements to study, as grounds of promotion in classes, and as honors at graduation." The last elicited a discussion in which various opinions, *pro* and *con*, were expressed. The paper on "Natural science as a common school study" was also considerably discussed, and before adjournment the committee on that topic was directed to take into consideration the formation of a plan for organizing in each town a circle of science for the study of mineralogy, geology, etc., and to form these local circles into a State circle. It resolved, too, that appropriate instruction as to the physiological effects of alcohol on the human system should be given in all the public schools of the State.

The next meeting of the association was held at Bangor, May 14-16, 1885. The first address, by Mrs. Mary H. Hunt, was on "Scientific temperance," and before adjournment a special committee was appointed to see what aims, methods, and means should be adopted to carry out the new State laws on temperance instruction. A paper on "The Agassiz Association in relation to schools" gave a brief history of the origin and growth of this association, which now has 800 chapters, and members



numbered by thousands. A talk on geography was given by Superintendent B. P. Snow, of the Biddeford schools, who illustrated his remarks by means of maps and charts and all the apparatus which is used in schools to aid in this study, urging the advantage of engaging the pupil's imagination in it, also the great importance of map-drawing. A paper on the same subject, prepared by Mr. W. C. Waterville, followed, in which the general line of thought was similar to that which had preceded. Other papers read were on "Mineralogy," "Moral instruction obligatory," "The uses of the imagination in teaching," "The education demanded by modern business methods," and "Ancient history."

#### CHIEF STATE SCHOOL OFFICER.

HON. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Second full term, February 6, 1883, to February 6, 1886.]

## MARYLAND.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (6-21).....	319,201	319,201	.....	.....
Attending public schools.....	170,393	176,393	6,000	.....
Average daily attendance.....	86,486	92,963	6,477	.....
Colored pupils enrolled.....	31,327	32,690	1,363	.....
Colored average attendance.....	12,574	14,392	1,818	.....
Per cent. of school youth enrolled.....	53.35	55.26	1.88	.....
Per cent. in average attendance.....	27.09	29.12	2.03	.....
Per cent. of average attendance to enrollment.	50.75	52.70	1.95	.....
<b>SCHOOLS.</b>				
Public schools reported.....	2,097	2,090	.....	7
Public schools for colored pupils.....	415	422	7	.....
Average school term in days .....	182	198	16	.....
<b>TEACHERS.</b>				
Men teaching in public schools .....	.....	1,178	.....	.....
Women teaching in public schools.....	.....	2,240	.....	.....
Whole number of teachers.....	3,353	3,418	65	.....
Number in colored schools.....	536	549	13	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of teachers.....	\$40 00	\$41 33	\$1 33	.....
Amount paid teachers .....	1,245,684	1,277,887	32,203	.....
Whole expenditure for public schools..	1,720,264	1,745,258	24,994	.....
Estimated value of school property.....	.....	3,000,000	.....	.....
Amount of available school fund .....	906,229	906,229	.....	.....

a In 1882-'83.

(From reports and returns of Hon. M. A. Newell, State superintendent of public instruction, for the 2 years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The report of the State board of education, through its secretary, presents a decrease of 7 in public schools reported, but in all else a fair advance, viz, of 6,000 in pupils enrolled, of 6,477 in average attendance, of 16 days in average school term, of 65 in teachers employed, of \$32,203 in the amount paid teachers, and of<sup>1</sup> \$24,994 in the expenditure for all school purposes.

Excluding the schools of Baltimore, there is shown, in a table of the State report, an increase from 1875 to 1885 of 248 in schools, of 23,020 in enrolled pupils, of 14,405 in average daily attendance, of 471 in teachers, and of \$93,153 in expenditure for schools.

For the 20 years that elapsed from 1865, when the State schools were first regularly organized, to 1885, when the present State report was made, Superintendent Newell says the progress has been steady, but not rapid. There was need of time for them to take root in the affections of the people before there could be much upward growth. And the caution which dictated this time-taking has not been since lost sight of.

<sup>1</sup> In the printed State report the increase in total expenditure is said to be \$50,954.79; but this includes some balances not actually expended.

For more than twelve years no changes have been made in the organic law. Inconveniences from such fixity of legal statutes have been obviated by giving the State board of education permission to enact by-laws for administration of the system, provided that they should not be at variance with the school law. Changes which experience has shown the need of are now proposed, and probably will be, ere long, accomplished.

#### ADMINISTRATION.

There is a State board of education, consisting of the governor and 4 persons appointed by him, with the principal of the State normal school, who is secretary and executive officer of the board, and *ex officio* State superintendent of public instruction. County school affairs are managed by boards of school commissioners of 3 to 5 members, appointed for two years by the judges of the circuit courts; district affairs, except the full licensing of teachers, by boards of 3 trustees chosen by the commissioners.

Public schools are free to all white children of 6 to 21 years, resident in the districts where they are held, and to colored children of 6 to 20 years. Schools for the two races must be separate. In every district there must be established one school or more, according to population, for white youth, and in each district where the average attendance is not less than 15 there must be one for colored youth, the latter under the direction of a special board of trustees, but subject to the same laws and furnishing instruction in the same branches as the schools for white children. The schools must be taught for 10 months each year, if possible. The system includes high schools, teachers' institutes, and a State normal school.

#### SCHOOL FINANCES.

The income for the support of public schools is derived from a State tax of 10 cents on each \$100 of taxable property, levied annually, and the proceeds of real and personal estate granted for the use of any county or school district, such grants to be exempt from all State and county taxes.

#### NEW LEGISLATION.

The only apparent legislative act of 1884-'85 looking to educational improvement is the incorporation of the noble library presented by Mr. Enoch Pratt to the city of Baltimore, as a means of improving the intellectual advantages of its people, and endowed by him with \$1,145,833. This incorporation insures to the library an income of \$50,000 annually from the city, which becomes the trustee of the larger part of the endowment fund, and guarantees to pay this interest. By means of a central building for the more important works and 4 branch libraries in other portions of the city, the 32,000 books already on the shelves and the continuous additions to them still to come will meet the reading tastes of multitudes of people, and diffuse widely through the city a literary atmosphere.

### CITY SCHOOL SYSTEM OF BALTIMORE

#### ADMINISTRATION.

The schools of Baltimore are controlled by a board of 20 school commissioners appointed by the city council for 4 years, 5 going out each year. The board appoints a superintendent of public instruction for the city, who serves 4 years, devoting his whole time to the work. There is also an assistant superintendent.

#### STATISTICS.

Population of city, 332,313; youth of legal school age (6-21), 86,961, by school census of 1879, the last taken; pupils in school during the year 1885, 52,970; average daily attendance, 34,217; number of teachers, 930; total expenditure for public schools, \$727,995. Of 131 schools under the charge of the board, 10 were evening schools, 6 of these for white pupils and 4 for colored; 97 were primary and grammar day schools for white children, and 15 were for colored. There were also 5 public English-German schools, a manual training school, 2 high schools for girls, and the Baltimore City College for boys and young men. The enrollment in day schools (39,828) increased during the year by 1,210, and the average daily attendance by 1,218; but the number of pupils attending evening schools (1,310) was not so great, and the attendance not so regular as had been expected. In fact, Superintendent Wise says, the usefulness of these schools has been injured by the presence of a class of persons who attend for amusement, absorbing the attention and time of teachers, in the effort to preserve discipline, to the detriment of *bona fide* pupils. In view of this, the superintendent recommends the adoption of a plan similar to that followed in some cities and towns elsewhere, requiring of applicants for admission to these schools the deposit of a small entrance fee as a guarantee of their intention to attend regularly and to behave properly, the fee to be returned, on leaving school, to those



who have complied with the conditions. Of 69 buildings occupied by the schools, 61 were owned by the city and 8 were rented, the estimated value of those owned being \$1,200,000. Liberal appropriations were made during the year for the erection of 4 new buildings and for the repair of old ones, leaving, however, much more to be done in order to satisfy the urgent demand for better accommodations.

The plan of instruction in the primary and grammar schools has been changed and the grades rearranged, giving 3 in the primary departments and 5 in the grammar, each requiring a year for completion. Examinations for promotion will be annual, but principals will be authorized to advance during the year any pupil who may show exceptional intelligence. Geometry, physics, physiology, and hygiene have been added to the studies in the eighth grade of the grammar schools, in response to frequent requests of parents who wish their children to receive such instruction without the necessity of entering the city college. The aim has been in this rearrangement of the course to teach all the subjects more thoroughly and practically. The amount of work to be done by each grade, instead of being limited to certain pages of the text-book, is typically announced, and an understanding of the subject in its most important bearings secured, rather than the memorizing of the text. The use of supplementary reading matter has enabled teachers to improve their classes very much in reading, and has also assisted greatly in the cultivation of a taste for good books.

Music and drawing are recognized as important branches in the course of study. The supervisor of drawing reports satisfactory progress in this branch made in all the schools. The early prejudice against teaching music in the schools has yielded to a more enlightened judgment of its value. Music is now regarded as useful not only for its own sake, but also for its assistance in discipline and in the cultivation of the æsthetic nature of teachers and pupils.

The discipline of the schools was good, and this was generally secured through moral suasion. Corporal punishment is still permitted, but the power to inflict it is restricted to principals of schools, who must make a bi-weekly report to the superintendent of all cases and their causes. A great change has taken place during the past 10 years in the use of this means of discipline—one, too, which induces the hope that it may be entirely dispensed with at an early period.

Success in proportion to the facilities afforded has attended the work of the Manual Training School, established about two years ago as a part of the public school system. Notwithstanding a share of opposition, which new experiments often have to encounter, it has accomplished good results and has secured the public confidence. For further particulars in regard to this school see "Special instruction," further on.

#### HALF-TIME SCHOOLS AND KINDERGÄRTEN.

The day and evening schools, the superintendent says, do not afford all the necessary opportunities for the instruction of the young in a city like Baltimore. There is a class of children ranging from 6 to 12 who cannot attend more than two and a half or three hours each day, their services being needed by their parents. For this class he thinks there should be half-day schools, and for younger children of the same class free kindergärten. The assistant superintendent says that the crying need of elementary education can be met by the establishment of kindergärten, and suggests the use of the basements of churches for free kindergärten for the poor, thinking the church could do no better work for humanity than to gather the little ones in from the streets and tenement houses, give them training in Froebel's beautiful system of harmonious development, and even clothing and food when necessary. Such a plan would, it is not doubted, lessen crime, decrease taxes, and advance civilization.

Reports have been received from 5 kindergärten in the city, having an aggregate attendance of 168 pupils. One of these was a free school, sustained by the Woman's Christian Temperance Union, with 55 children enrolled; another, with 60 pupils, belonged to Saint Vincent's Orphan Asylum.

### PREPARATION AND QUALIFICATIONS OF TEACHERS.

#### STATE REQUIREMENTS.

Persons desiring to teach in the public schools must have certificates of qualification from the examiners of the counties in which they propose to teach, or from the State board of education or the principal of the State normal school. If at the end of 6 months the examiner is satisfied of the teacher's fitness to govern and impart instruction, he may issue a certificate for 3 years. Certificates of the first class may be renewed with or without examination; but teachers with second-class certificates must be re-examined at the end of 3 years. Graduates of State normal schools and holders of first-class certificates or college diplomas, who have had 7 years' experience in teaching (5 of them in the State), may apply to the board of education for a certificate which is good for life, unless annulled for cause.

## STATE NORMAL TRAINING.

The *Maryland State Normal School*, Baltimore, receiving an annual appropriation of \$10,500 from the State, gives instruction free of charge to 200 students, or 2 for each representative in the general assembly, candidates for these free scholarships to be selected by the county boards of school commissioners and the Baltimore city board of commissioners. The course of study extends over 3 years, but students who come well prepared may graduate in less time. To give professional training to those who intend to become teachers is the main object of the school, and all departments of study are considered as a means to this end, although the course is well adapted to those who merely wish to obtain a thorough and liberal education. An academic or model school, comprising all the grades from primary to high, is connected with the normal. The enrollment for 1884-'85 was the largest since the organization of the school, including 267 young women and 17 young men under 12 instructors. Average enrollment about 250.

The *Baltimore Normal School for the Education of Colored Teachers*, aided by the State to the amount of \$2,000, prepares its pupils for teaching in the public schools, providing a 4-years course of study, in which were engaged in 1884-'85 about 30 normal students, out of 106 in all, a large majority being in the preparatory department. The school is reported to be doing good service, and commands the approbation of its patrons; among the seniors are several who give promise of becoming good teachers. It is difficult, however, to keep many of the most promising as long at school as they ought to stay, since few inducements are offered them to go out into the State as teachers and there is no place for them in the city schools.

## OTHER NORMAL INSTRUCTION.

*Centenary Biblical Institute*, Baltimore, a theological school of the Methodist Episcopal Church, also offers a 3-years normal course, as well as a classical, to which both sexes are admitted. Normal students in 1884-'85, 130.

*St. Catharine Normal Institute*, Baltimore, a Roman Catholic institution, reports students for 1884-'85. The *Theresianum*, Govanstown, also a Roman Catholic institution for the training of teachers, reported students attending in 1883-'84.

*Baltimore Female College* offers instruction in a normal or teachers' class to young women who desire to qualify themselves for teachers.

Pedagogical instruction forms a part of one of the undergraduate courses at Johns Hopkins University. Lectures are given on the history of education, including the ancient and modern theories, the development of ancient and modern school systems, learned societies, technical schools, methods in each department, school legislation in different countries, etc.

## TEACHERS' INSTITUTES AND ASSOCIATIONS.

The law requires a teachers' institute to be held in each county once a year, to continue in session 5 days, the county examiner to be present and to give normal instruction each day to the teachers. These institutes are designed to be temporary normal schools; they are to be presided over by the principal or one of the professors of the State Normal School, if either of them can be present, assisted by the county examiner and any member of the board of county school commissioners who may attend.

District, county and State teachers' associations are recommended by the school law as important means of elevating the standard of public education, by mutual conference, interchange of views, and suggestions as to systems of teaching and discipline.

The State report gives no general statistics as to attendance on either of these means for the improvement of teachers; it appears from the county reports included therein that in many counties both classes of meetings are depended on to accomplish this end. Dorchester County relies on them as a means of keeping alive the interest of teachers and of giving them instruction, and finds the good results justify their continuance and extension. In Kent County the regular quarterly meetings of the teachers' association have not been neglected during the past 10 years, and these meetings have rendered the annual institute less necessary. Five meetings were held in 1884-'85. Montgomery County reports these quarterly meetings "a material benefit"; and Baltimore County, that they do more good than the annual institutes. The teachers' association in Talbot County has established a library of pedagogical works, and has secured a number of duplicates of the best books on methods of teaching and school management.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

While the exact number of public high schools is not given in the State superintendent's report, it appears that some of the branches belonging to such a course of study are taught in all the counties of the State. In Washington County, where there was nominally only one high school, the grammar departments of nearly all the graded



schools were doing high-school work; and in Kent County, which reported no high school, a course of study equal to that recommended for such schools by the State board was pursued in several of the graded schools. Throughout the State, exclusive of Baltimore City, there were 1,266 pupils studying bookkeeping; 2,565, algebra; 2,148, philosophy; 1,247, geometry; 5,550, drawing; 2,355, physiology; 492, Latin; 17, Greek; 80, French; and 67, German. In Somerset County, reporting 5 high schools with an aggregate attendance of 895 pupils, classical training was "on the wane," as a result of the tendency toward that which is "practical," and the superintendent suggests the advisability of insisting upon a regular classical course. The 2 high schools for girls in Baltimore enrolled 1,127 pupils. Baltimore City College, having a course of 5 years and a faculty of 15, stands as the city high school for boys, although including much collegiate work, and reports 630 pupils, making a total of 1,757 under instruction.

#### OTHER SECONDARY SCHOOLS.

State aid was given during the year to 16 academies and other institutions for secondary instruction, ranging in amount from \$100 to \$2,600, and amounting in all to \$11,800. Five of these schools taught Greek, 14 Latin, 9 French, and 6 German; 1,167 students were enrolled and 45 teachers employed.

For full statistics of these and other academic schools reporting, see Table VI of the Appendix; for business colleges see Table IV; and for summaries see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Johns Hopkins University*, with collegiate, university, and graduate departments, reports a year of quiet and satisfactory work, without any fundamental changes in methods or buildings.

For the degree of bachelor of arts seven parallel courses of study are arranged, all of which include, though in varying proportions, the study of language and literature, mathematics and other exact sciences, and historical and moral science. These are (1) the ordinary classical collegiate course; (2) the mathematical-physical; (3) chemical-biological, adapted to those, among others, who are looking towards the medical profession; (4) physical-chemical; (5) Latin-mathematical, which dispenses with prolonged attention to Greek; (6) historical-political, furnishing a basis for the subsequent study of law; and (7) modern language, in which English, French, German, and sometimes other modern languages take the place of Latin and Greek. Advanced and graduate students are received, with or without reference to their being candidates for a degree, and attend such lectures and exercises as they may select. Such instruction is given in the different departments by methods which vary with the nature of the subject and the character and proficiency of the scholars, but in all alike the aim is to encourage the student to become an independent and original investigator, as well as to make him familiar with results attained elsewhere, and to add to his intellectual culture. The system of fellowships secures the presence of 20 special students imbued with the university spirit. Seminaries limited to a few advanced students have been organized in various subjects; societies devoted to philology, to mathematical, physical, and natural science, metaphysics, history and political science, and to archæology, afford opportunities for the presentation of memoirs and original communications. There are also clubs for the reading and discussion of papers on special topics, courses of lectures by professors on topics to which they have given special attention, while easily accessible libraries and a well-supplied reading room are among other facilities afforded.

Of 290 students enrolled during 1884-'85, 174 were graduates from 95 different colleges and universities; 69 were collegiate students, candidates for the degree of bachelor of arts; and 47 were special students not candidates for a degree. Of the whole attendance, 130 were residents of Maryland, 145 were from 32 other States of the Union, and 15 from foreign countries. Nine were admitted to the degree of A. B., 13 to that of Ph. D.

Nine other colleges report from this State, viz: St. John's College, Annapolis; Frederick College, Frederick; Western Maryland College, Westminster; Washington College, Chestertown; Loyola College, Baltimore; Rock Hill and St. Charles Colleges, both at Ellicott City; Mount St. Mary's College, Emmitsburg; and New Windsor College, New Windsor. Four of these receive aid annually from the State, through which they are enabled to offer a limited number of free scholarships. Only two are open to both sexes. No changes are reported as having been made during the year in the courses of study of any of the above. All have preparatory and classical courses, while 3 add scientific and 4 commercial; Mount St. Mary's adds an ecclesiastical, and St. John's a graduate course. French is included in the curriculum of all except Frederick, while all but two offer instruction in German.



Superintendent Newell says the impulse which has sustained and carried forward the public schools during the last ten years has not extended to the colleges. The four receiving the State aid (including the Agricultural College) enrolled 363 students in 1875, and in 1885 only 255. This decline is ascribed to the fact that the amount of aid received by them from the State is only about half what it was ten years ago.

*St. John's College*, Annapolis, with 6 professors, reporting 85 students during the year—of whom 26 were given free tuition and board, and 16 others free tuition—received \$8,200 from the State. A few years ago the amount allowed the college was \$25,000 a year. State Superintendent Newell holds that no institution can flourish under such vicissitudes; while without any State aid, it might adapt itself to adverse circumstances, or with moderate assistance, given regularly and uniformly, might prosper. He therefore urges that the oldest of the educational institutions of the State may receive such an appropriation for its support as will bring it into line as one of the factors of the public school system and make it a connecting link between the high schools and the university.

*Washington College*, Chestertown, with 3 professors, gave tuition, board, books, etc., free, to 15 out of her 29 students, as well as free tuition to 5; there were 4 graduates. The character and tone of the students are improving, and the management of the institution is in all respects satisfactory to the Visitors.

*Western Maryland College*, the only one of the incorporated colleges receiving State aid which admits persons of either sex, gave instruction during the year to 74 men and 52 women; gave free tuition to 12 students, and to 26 others free tuition, board, and books, receiving for this purpose \$5,200 annually. The college also receives \$1,090 a year as part of the academic donation of the county.

For other statistics of colleges reporting, see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

For Baltimore City College, see the heading "City school system of Baltimore."

#### COLLEGES FOR WOMEN.

The institutions for the superior instruction of young women reporting for 1884-'85 are: Baltimore Academy of the Visitation; Baltimore Female College; Cambridge Female Seminary, Cambridge; and Lutherville Female Seminary, Lutherville. All except one are authorized by law to confer collegiate degrees. Two of the above are non-sectarian in their control, while the first named is Roman Catholic and the last Lutheran. All include in their curricula, besides other collegiate studies, music, drawing, painting, French, and German, the last adding to this Italian and Spanish. Burkittsville Female Seminary and the Misses Norris' School, formerly reporting, have been closed.

For full statistics see Table VIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The chief institutions for scientific training in this State are the Maryland Agricultural and Mechanical College, the United States Naval Academy, and Johns Hopkins University. General scientific courses of study are, as formerly, given in St. John's, Rock Hill, and Frederick Colleges. The Maryland Military Academy, Oxford, combines a system of military and naval instruction with studies ordinarily pursued in academies and colleges, including the natural sciences.

The *Maryland Agricultural College*, near College Station, Prince George's County, offers a course of study embracing agriculture (scientific and practical), civil engineering and physics, English literature, mental and moral science and history, mathematics, chemistry, ancient and modern languages, with military science and tactics. The college farm contains 266 acres of land, varying in quality and condition, and thus affording good opportunity for experiments. Students who do not wish to become farmers may omit practical agriculture, and take the ordinary classical and scientific course. By the charter of the college, instruction must be given also in the mechanic arts, and it is the intention to develop technical education as far as possible. The institution receives \$7,000 annually from the United States land scrip fund, but no other appropriation. The State, although owner of one-half interest in the valuable property of the college, has contributed nothing to its support for several years. The number of students in 1884-'85 was 45.

The *United States Naval Academy*, besides affording careful training in the higher English studies usually found in a collegiate course, in modern languages, seamanship, shipbuilding, and branches peculiar to the profession of naval warfare, includes such scientific studies as chemistry, electricity, surveying, applied mechanics, and steam-engineering, special attention being given throughout the course to free-hand and mechanical drawing. The number of cadets admitted is one for every member and delegate of the House of Representatives, one for the District of Columbia, and

10 at large, the latter being nominated by the President of the United States. The course of instruction comprises 4 years at the Academy and 2 at sea.

*Johns Hopkins University* affords the highest facilities for scientific study, both elementary and advanced. The 3 undergraduate courses previously noted, viz, the mathematical-physical, which meets the wants of those whose purposed vocation requires mathematical discipline, the physical-chemical, and the chemical-biological. Advanced work in physics, chemistry, and biology, given chiefly by means of lectures and laboratory practice, includes thermodynamics, heat-conduction, physical optics, electricity, magnetism, animal physiology, animal histology, animal morphology, and physiological psychology. The student in any of these fields is aided by completely equipped laboratories and well selected libraries. Those in biology have a journal club, in which all the articles of importance published on their topic are digested; also a naturalists' field club, the latter admitting to membership others besides members of the university. A building for a new physical laboratory, to be completed September 1, 1886, is expected to furnish much needed relief in this department, a relief that other departments also stand much in need of by the rapid increase of students in them. For statistics see Table X of the Appendix, and for a summary a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGICAL** training is given in the Theological Seminary of St. Sulpice and St. Mary's University, Baltimore; Mount St. Mary's Ecclesiastical Seminary, Emmitsburg; the Scholasticate of the Congregation of the Most Holy Redeemer, Ilchester; Westminster Theological Seminary, Westminster; and Centenary Biblical Institute, Baltimore. The three first named are Roman Catholic institutions, having courses of study extending over 4, 5, and 6 years, that at Ilchester bearing the nature of a private school rather than a seminary. The seminary at Westminster (Methodist Protestant) has a theological course of three years; that at Baltimore, a Methodist Episcopal institution with a 3-years course of study, is for colored students. For statistics see Table XI of the Appendix, and for a summary see the report of the Commissioner preceding.

**LAW.**—The only institution in this State reporting instruction in law is the Law School of the University of Maryland, Baltimore. This provides a 3-years graded course of study, which students are advised to follow, but those who cannot do this are allowed to go through the prescribed work in less time, provided they are able to pass the required examinations at the close and comply with the other requirements for graduation. A new building was completed for this school in 1884, and on February 29th was formally opened with interesting ceremonies. For statistics see Table XII of the Appendix.

**MEDICINE.**—Five medical institutions, all at Baltimore, and belonging to the "regular" school of practice, report for 1884-'85 as follows: School of Medicine of the University of Maryland, College of Physicians and Surgeons, Woman's Medical College of Baltimore, Baltimore Medical College, and Baltimore University School of Medicine. The last two were both reported in 1883-'84 as Baltimore Medical College, but in 1885 one procured a charter under the name of Baltimore University School of Medicine. All but the last two named schools provide a 3-years graded course of study, but only require for gradnat on the common medical course of 3 years of study, including attendance on two lecture terms, except that in the Woman's Medical College, whose lecture course is graded. Besides the above a preliminary course of training for young men who propose to pursue the study of medicine is given at Johns Hopkins University, the principal elements of the course being physics, chemistry, and biology, with Latin, German, French, and English.

The whole number of matriculates in the 5 medical schools was 675 during 1884-'85, of whom 248, or nearly 37 per cent., were graduated. For further statistics see Table XIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Maryland School for the Deaf and Dumb*, Frederick City, maintains and instructs, without charge, all pupils of this class of 9 to 21 years, whose parents are residents of the State, and who are not disqualified by infirmities. Instruction is given by the combined method, which the management considers, from experience in this school, to be decidedly better than either of the others alone. From the last biennial report, October 1, 1883, it appears that an additional teacher in articulation had been employed, and increased success was expected in this department, where "some very successful talkers and lip-readers" had already been trained. Besides the English branches, pupils are instructed in cabinet-making, shoemaking, printing, sewing, and general housework.



There were 121 pupils in the school at date of the last report received by Secretary Newell, and he says that a careful investigation showed that there were 25 other deaf mutes who ought to have been sent there. The institution can accommodate 200. The whole attendance for 1884-'85 was 126.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, opened in 1862, receives blind persons 9 to 18 years of age, if of good character and free from disease. A course of study is provided similar to that generally pursued in schools for the blind, including literary, musical, and industrial training. The system of reading and writing the point letter (Wait's) has been found very valuable both in literature and music. Broom and mattress making and chair caning are taught in the shops, while the girls learn to sew by hand and machine, to mend, knit, and do various kinds of fancy work. There is also a class in piano tuning, the progress of which has been gratifying. Whole number under instruction in 1884-'85, 70, of whom 7 completed the whole course or a partial one, or withdrew, leaving 63 present July 1, 1885.

The *Maryland School for the Colored Blind and Deaf Mutes*, Baltimore, was organized in 1872 by the directors of the Institutions for the Deaf and Dumb and the Blind, aided by the State, which makes annual appropriations for its support. Instruction in the elementary English studies and in such employments as broom making, chair caning, and sewing, is given. "Not more than half of those entitled to its advantages," said Secretary Newell in 1885, "have availed themselves of its benefits," and he advises school commissioners and examiners throughout the State to direct the attention of those interested to the liberal provision made by the State for the education of this class.

#### INDUSTRIAL TRAINING.

The *Baltimore Manual Training School*, opened in March, 1884, by the city as a part of its school system, is intended to give instruction in the use of tools, and, as much as may be necessary, in mathematics, drawing, and the English branches of a high school course. The tool instruction is to include carpentry, wood turning, pattern-making, iron chipping and filing, forge work, brazing and soldering, the use of machine-shop tools, and such other instruction of a similar character as may be deemed advisable. The course of study requires 3 years, and a diploma is given on graduation. Candidates for admission must be at least 14 years of age, of good character, and able to pass an examination in reading, spelling, writing, geography, English composition, and the fundamental operations of arithmetic, as applied to integers, common and decimal fractions, denominate numbers, and the extraction of the cube root of numbers. Ability to use the English language correctly is especially desired. The school has been a pronounced success. Opening with 62 pupils, it had on the roll in September, 1884, 150, a larger number than could be properly accommodated.

Some changes were made during the year in the course of study and in the plan of conducting the school. It was determined, since manual training was its chief object, to make that department most prominent. Certain changes were made, too, in the faculty, which now comprises a principal, one teacher in the mental department, one in wood-work, and one in metals.

The *Baltimore Manual Labor School for Indigent Boys*, first opened in 1841, is a *bona fide* farm school, a free boarding school for boys of good character whose relations are unable to provide for them. Here they receive the first rudiments of education and in two or three years are apprenticed to a mechanic or a farmer, who agrees to support them until they are 18 years of age. The aim of the school is to rescue homeless boys from the danger of vicious associations and train them in habits of industry. Two thousand dollars a year are received from the State, and \$1,500 from the city, to aid in its support. Forty boys, 10 to 14 years of age, were under instruction during the year, the expense per capita being \$125.

*McDonogh Institute*, founded in 1873, in accordance with the will of John McDonogh, of New Orleans, formerly of Baltimore, was intended by its founder to give instruction in "Christian religion, a plain English education, music, and the art of husbandry," to poor boys of good character and of respectable associations, living in Baltimore. The institute owns in productive investments \$705,000, and in real estate, furniture, etc., an amount which makes the whole over \$973,000. Improvements are made, as a rule, from interest on the funds invested, consequently progress is sure rather than rapid. There were 60 boys in the school during the year, the whole cost of whose maintenance was defrayed by the institute, and it is proposed to admit 10 more every year till the number reaches 100. The pressure for admission is great, and entrance can now be secured only by competitive examination. The trustees have given a very liberal interpretation to John McDonogh's "plain English education," having included in the course of study algebra, geometry, trigonometry, surveying, analytical geometry, zoology, physiology, botany, drawing, music, and German. A bequest left by Dr. Zenus Barnum, amounting to \$80,000, will be used to establish a manual training school in connection with the ordinary work of the institute.



## TRAINING SCHOOL FOR NURSES.

The Training School for Nurses, under the auspices of the Woman's Medical College of Baltimore, which held its first session in the spring of 1884, was not continued in 1885 and is not likely to be resumed.

## REFORMATORY AND INDUSTRIAL TRAINING.

The *House of Refuge*, Baltimore, an institution for boys, under State, municipal, and private control, reports 246 boys under training during 1884-'85, all but 6 being native born. They are taught the common English branches and various trades, although during the year their labor was confined mostly to farming and the necessary work of the institution. Five hours of the day are devoted to labor and the same length of time to school work.

The *Female House of Refuge*, Baltimore, had 65 girls under training during the year, the majority being orphans or half orphans. More attention than ever before has been devoted to systematic labor; a number of sewing machines have been purchased, and work has been done for a business house of the city.

The *House of the Good Shepherd*, an institution for girls, under State control, receives vagrants and others needing reformation, gives them instruction in the common branches, sewing, and housework, and finds homes for them. There were 197 under training during the year, all but 12 being native born.

The *House of Reformation for Colored Boys*, Cheltenham P. O., receives children 7 to 16 years of age and teaches them tailoring, shoemaking, chair caning, and farming.

## ART AND MUSIC.

The Peabody Institute, of the city of Baltimore, reports that during 1884-'85 its library, art gallery, and lectures were of the same high character as formerly and continued well patronized. The only falling off was in the attendance at the conservatory of music—210 during the first term and 198 during the second.

## ART AND INDUSTRY.

The Maryland Institute schools of design were largely attended during the year, the day school by 267 students, mostly ladies, and the night school by 329 young men. The work of the day school, extending over 3 years, comprises drawing, water color and oil painting, modeling in clay, elementary designing, geometry, etc. The night classes are known as the free hand, the mechanical, and the architectural. At the last commencement 22 students were graduated from the school,—6 of them from the artistic division, 9 from the architectural, and 7 from the mechanical. Superintendent Newell says it is not easy to overestimate the importance of these schools to the prosperity of the State.

## EDUCATIONAL CONVENTIONS.

No information is at hand relative to any State educational associations or conventions.

## CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Seventh term, January, 1884, to January, 1886.]

**MASSACHUSETTS.**  
**STATISTICAL SUMMARY.**

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Children of school age (5-15).....	336,195	343,810	7,615	.....
Pupils of all ages in public schools....	342,012	339,714	.....	2,298
Average membership for the year....	277,241	282,154	4,913	.....
Average attendance .....	248,163	253,955	5,787	.....
Per cent. of enrollment to children of school age.	101.73	98.80	.....	2.93
Per cent. of children of school age in average attendance.	73.77	73.87	.10	.....
Per cent. of average membership to school age.	82.40	82.00	.....	.40
Per cent. of average attendance to average membership.	89.51	90.00	.49	.....
Enrollment in evening schools .....	13,251	15,422	2,171	.....
Average attendance in evening schools.	6,975	8,447	1,472	.....
Enrollment in high schools .....	20,012	20,489	477	.....
Pupils in State charitable and reformatory schools.	a963	872	.....	91
Pupils in academies and private schools.	34,438	34,972	534	.....
<b>SCHOOLS.</b>				
Number of public day schools .....	6,358	6,447	89	.....
Average term, in days.....	180	184	4	.....
Number of evening schools.....	125	142	17	.....
Number of high schools.....	223	224	.....	4
Schools in State charitable and reformatory institutions.	a15	15	.....	.....
Academies and private schools .....	470	433	.....	37
<b>TEACHERS.</b>				
Men teaching in public schools .....	1,058	1,061	3	.....
Women teaching in public schools....	8,340	8,460	120	.....
Whole number teaching .....	9,398	9,521	123	.....
Number required for the schools.....	7,950	8,177	227	.....
Graduates of normal schools .....	2,240	2,392	152	.....
Having attended normal schools .....	2,744	2,866	122	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	\$108 02	\$120 72	\$12 70	.....
Average monthly pay of women.....	44 18	43 85	.....	\$0 33
Expenditure for public schools.....	6,502,359	7,020,430	518,071	.....
Permanent State school fund .....	2,710,209	2,710,209	.....	.....
Income of State school fund.....	63,642	67,973	.....	630

a In 1882-'83.

(From reports of Hon. John W. Dickinson, secretary of State board of education, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The summary indicates that the public schools continue to grow with the growth of the State in population and wealth. An increase of 7,615 in children of school age was met by 89 new schools. While the whole enrollment decreased by more than 2,000, the average membership for the year increased by nearly 5,000 and the average attendance by 5,787, raising the ratio of average attendance based on membership to 90 per cent. The ratio of average membership to youth of school age slightly decreases annually, corresponding to a steady decrease in the number of very young children enrolled, and probably due to a more enlightened public sentiment as to the proper age at which school life should begin. The total expenditure on public schools was about \$518,000 more than for the previous year, a considerable part of this being due to the operation of the free text book law. Too many changes in the corps of teachers is shown by the excess of the number actually employed over that necessary to supply the schools. As a remedy it is suggested that in country towns, where most of this change occurs, teachers be elected for the year, instead of for the term. Evening schools increased in number, enrollment, and attendance. The slight decrease in the number of high schools is due rather to a change in name than to any actual change in the character of the schools, while the number and elegance of the buildings recently erected for them shows a continued confidence and support on the part of the people.

A steady improvement in the equipments for teaching; in school-houses and care of them; in apparatus; in the introduction of supplementary reading; in the supply of free text-books, in some instances resulting in improved attendance; and in better provision for truants, — is reported; while the evidence of progress in the improvement in school discipline, a healthy stimulation having taken the place of compulsion, causing corporal punishment to become as unnecessary as it is unpopular, is most encouraging. But in these respects only is there progress. Improvement in methods was limited to individual schools; often to one branch of study in a single school, generally the work of a trained teacher or an experienced committee-man. The great need of the schools was for more good teachers and better supervision, especially the latter, since a good superintendent will be sure to have good teachers. Special provision is recommended for the training of superintendents in colleges having schools of pedagogy and in the State normals, women, as well as men, being competent to do effective work in this field. While it is at present impossible to supply every school with a good teacher, every town may have a good superintendent; and, in order that uniform progress may be made throughout the State, the system of superintendency should be extended to all the towns.

## ADMINISTRATION.

A State board of education of 10 members, 8 appointed by the governor, who presides, has general charge of State school interests, aided by a secretary chosen by the board and by 3 officers styled agents of the board, whose duties are to visit the different sections of the State, inspect schools, hold institutes, and stimulate school officers and teachers to effective work. Cities and towns have each a school committee of 3 members or some multiple of 3, elected by the people for terms of 3 years. No person is ineligible on account of sex.

Schools must be maintained for at least 6 months each year, under competent instructors, and all children 5 to 15 years of age must attend, unless elsewhere instructed. The employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment is forbidden, and no child under 14 may be so employed, except during the vacations of the public schools, unless in the year preceding he has had at least 20 weeks instruction in some school approved by the school committee. All persons who employ children contrary to the law, and parents or guardians consenting to such employment, are liable to a fine of \$20 to \$50. The State system comprises high and normal schools, teachers' institutes, reform schools, and schools for the deaf, blind, and feeble-minded. Any town may, and every city and town of 10,000 or more inhabitants must, annually make provision for giving free instruction in industrial or mechanical drawing to persons over 15 years of age, in either day or evening schools under the school committee. Industrial, nautical, and union schools are also provided for, with schools for the education of persons over 12 years of age. School committees prescribe the text-books used, procure them at the expense of the town, and must furnish them free of charge to all pupils not supplied by parents or guardians. Towns and cities may also by vote authorize the committee to lend the requisite books to all the pupils, under such regulations as may be considered necessary.



## SCHOOL FINANCES.

Public schools are supported from the income of a State school fund and from taxes voted by the people. Towns determine at their annual meeting the amount of funds necessary to the support of their public schools; and any town refusing or neglecting to raise such money forfeits a sum equal to twice the highest ever voted for the support of schools therein.

## SCHOOL SYSTEMS OF CITIES AND TOWNS WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

School committees of 3 members or some multiple of 3, chosen for 3 years, have charge of the public schools, generally with the assistance of a superintendent. Boston, besides a superintendent, has 6 supervisors for special parts of the school work.

## STATISTICS.

1884-'85.

Cities and towns.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Attleborough <i>a</i> .....	11,111	2,231	2,567	1,738	70	\$59,110
Beverly <i>a</i> .....	8,456	1,513	1,475	1,144	38	26,528
Boston <i>b</i> .....	362,839	68,702	59,191	52,039	1,345	1,983,567
Brockton <i>a</i> .....	13,608	2,864	3,550	2,684	79	41,707
Brookline .....	8,057	1,409	1,681	1,258	39	43,771
Cambridge .....	52,669	10,682	9,187	7,865	228	223,429
Chelsea .....	21,782	4,563	4,736	3,401	89	83,088
Chicopee <i>a</i> .....	11,286	2,185	1,604	1,043	40	28,400
Clinton <i>a</i> .....	8,029	1,768	1,762	1,378	40	27,852
Fall River <i>a</i> .....	48,961	11,767	10,430	6,918	213	180,411
Fitchburg .....	12,429	2,793	3,120	2,262	58	58,044
Gloucester .....	19,329	4,340	4,193	3,360	95	78,855
Haverhill .....	18,472	3,569	3,060	2,552	98	109,135
Holyoke .....	21,915	5,836	4,680	2,826	106	77,939
Lawrence <i>a</i> .....	39,151	7,177	6,109	4,485	147	96,113
Lowell .....	59,475	11,168	27,548	26,320	215	213,143
Lynn .....	38,274	7,380	7,302	5,736	173	115,002
Malden .....	12,017	2,643	2,285	1,853	69	52,124
Marlborough .....	10,127	2,250	2,356	1,836	52	29,199
Medford <i>a</i> .....	7,573	1,437	1,554	1,266	33	39,905
Milford <i>a</i> .....	9,310	1,710	1,838	1,392	55	32,223
Natick <i>a</i> .....	8,479	1,571	1,745	1,418	55	22,950
New Bedford <i>b</i> .....	26,845	5,131	4,683	3,832	132	97,830
Newburyport <i>a</i> .....	13,538	2,687	1,836	1,181	44	22,240
Newton <i>b</i> .....	16,995	3,611	4,027	3,047	93	107,851
North Adams .....	10,191	2,765	2,657	1,744	55	29,733
Northampton .....	12,172	2,383	2,384	1,848	63	33,888
Peabody <i>b</i> .....	9,028	1,913	2,009	1,442	38	29,815
Pittsfield .....	13,364	2,870	3,017	2,174	70	37,134
Quincy <i>a</i> .....	10,570	2,734	2,514	1,817	53	46,939
Salem <i>a</i> .....	27,563	5,212	3,777	3,022	93	94,784
Somerville .....	24,933	6,032	6,014	4,533	114	127,056
Springfield .....	33,340	6,327	6,465	4,622	131	118,643
Taunton .....	21,213	4,173	4,402	3,248	90	57,758
Waltham .....	11,712	2,332	2,792	2,353	60	67,000
Westfield .....	7,587	1,557	1,642	1,237	61	25,676
Weymouth .....	10,570	2,675	2,173	1,844	53	35,461
Woburn .....	10,931	2,629	2,530	2,177	57	40,043
Worcester .....	58,291	13,269	12,981	9,608	263	266,860

*a* From State report.

*b* From city report.

*c* Average belonging.

*d* Exclusive of evening schools.

*e* Four hundred and twenty pupils withdrawn after being enrolled at the beginning of the year, thus affecting the relation of the average attendance to enrollment.

Boston comprised in her public school system, during the year, 454 primary, 50 grammar, and 10 Latin and high schools, a normal school, 14 evening and 5 evening drawing schools, a school for the deaf, and one for licensed minors. The last, for newsboys, boot-blacks, and others who could attend but a few hours each day, was discontinued in September, 1885, the pupils being received into the ungraded classes of the ordinary public schools. The superintendent notes a continuation of the decrease formerly mentioned in attendance of the younger pupils. This is supposed to be chiefly caused by insufficiency of primary school accommodations in some parts of

the city, and it is hoped that the completion of houses in process of erection will arrest the evil. It is recommended, however, that the matter be carefully looked into in each district, and, if possible, the primary schools be made more attractive to parents of young children, and that such parents be made better acquainted with the advantages of the schools. No striking changes are noted in the management of the primary and grammar schools, but marked improvement is reported almost everywhere. Extracts from reports of supervisors show that care is being taken to avoid overpressure, and to teach children to see, to think, and to express thoughts, for themselves. Continued use of supplementary reading causes it to be appreciated more and more in every grade. In the primary schools such reading is used mainly for additional practice; in others it serves also as a means of imparting knowledge. The course of study has been amended by the introduction of physiology and hygiene, including a study of the effects of alcoholic drinks, stimulants, and narcotics on the human system. The new law requiring all text-books and school supplies to be furnished at the expense of the city has somewhat increased the expenditure for the year, but only by about \$1.22 per capita; and it is believed that even this amount will be greatly reduced during succeeding years, the expense for the first year being necessarily greater than for those following.

The 13 evening elementary schools are said to have been well taught and well attended, having good accommodations in the day school buildings. The evening high school, taught in the rooms of the High and Latin School building, is reported to have filled a much needed place in the school system. An indication of the appreciation in which the evening school instruction is held may be seen in the fact that 70 per cent. of the average number of 3,117 pupils belonging were in average daily attendance.

Experiments recently made by the board in combining manual training with public school work have resulted satisfactorily. Instruction in carpentry was given for 2 hours a week to 200 boys belonging to 10 different grammar schools, no boy being taken who was not 14 or who had not the expressed permission of his parents to receive the instruction. A very lively interest was shown by all the boys in this new study, and at the close of the first year, in March, 1885, it had been fully demonstrated that this class of work can be joined to that of the ordinary grammar school with good effect. An equally successful experiment was made later in the year for the benefit of the girls, who in two different parts of the city were taught cookery. The special committee of the board in charge of these schools speaks of their success in the warmest terms and recommends the establishment of others.

*Brockton* reports an average year in respect to efficiency in the schools, which, in some cases, were overcrowded. Commendable progress was made by pupils in the evening school. The recent establishment of the office of city school superintendent is expected to give a new impetus to education. Though some parents regard the compulsory attendance law a hardship, manufacturers generally acknowledge the propriety of it.

In *Brookline* fewer changes than usual were made in the corps of teachers; the per cent. to be attained in examinations for promotions was raised from 60 to 65; school accommodations were enlarged; satisfactory work was noted in the high school as well as in the evening school, which was fast becoming a valuable aid in reaching those who cannot attend during the day. An industrial school, taught 10 weeks during the summer under the auspices of the school committee, gave excellent satisfaction. Pupils ranging in age from 10 to 15 were taught to use tools. An appropriation was made to continue the school the following year.

*Cambridge* reports (for the calendar year 1884) no change in school curriculum or management. The teachers, as a whole, were faithful and painstaking, but many of the schools were overcrowded, including the high school, in which the attendance was 50 more than the previous year. A training class for teachers was organized during the year with satisfactory results. Four evening schools were taught, the most serious difficulty in the way of their usefulness being irregularity of attendance, measures for correcting which were taken. Increased interest in drawing was expected to follow the appointment of a special lady teacher, which was made during the year. The evening class in free-hand drawing opened in October, with 104 scholars; the mechanical class with 66; the former giving instruction in perspective free-hand outlining in pencil, and shading in crayon, also in industrial designing; the latter instructing in geometry, isometric and orthographic projection, machine-drawing, and building construction. An experiment was made here, also, in industrial training in connection with public school instruction. Sixty boys selected from the various grammar schools spent half a day each week in carpentry work, only those being chosen who could maintain their standing in other studies with the loss of half a day each week. Great interest in the work was shown by the pupils and good progress was made, and the masters all gave cordial support to the experiment. All, however, are not entirely agreed as to the effect of the half day's absence on the other studies.



*Chelsea* maintained 77 public schools during 1884-'85, the same number as the previous year, but this year had them all housed in buildings belonging to the city, which was not previously the case. Increased accommodations were provided, but these barely kept pace with the increased demand. The course of study in the high school was revised and brought more into harmony with modern ideas and needs; evening schools were well taught and well attended by pupils ranging from 11 to 57 years of age; and the evening drawing school, with 65 pupils, including both sexes and representing various trades and occupations, did good work.

*Fitchburg* reports in 1884-'85 a considerable increase in number of pupils enrolled and in average daily attendance, which is attributed in part to the operation of the new text-book law, whose results thus far have been for the most part beneficial. The subject of half-time schools has been under consideration, and a number were established during the year among the primary and secondary grades as a matter of necessity, though there is a general opinion that three hours a day is sufficient time for pupils from 5 to 7 to spend in school work. The half-time schools made as good progress as they would have done had they remained in session the whole day. Two evening schools were successfully taught, one being larger and more efficient than any previously sustained in the city.

The school population has increased during the past five years by 23 per cent., and the average daily attendance on public schools by 30 per cent.

*Gloucester* reports a larger number of pupils enrolled than during the previous year, but an increase in average attendance less marked, owing to a prevalence of epidemic diseases. Aside from such causes, the average attendance was all that could be desired, and this regularity is secured by the strong public sentiment in the schools. It is considered dishonorable to break the record except for sickness or such urgent necessity. Discipline in the schools is excellent, having greatly improved during the past few years, owing to a change of methods on the part of teachers, who have come to rely largely on moral forces, on the power of pleasant tones and cheerful looks, and on the sense of justice in children. The books furnished under the free text-book law were generally in excellent condition, and it seems probable that with the extra care given them under the present system they will last twice as long as formerly, while the pupils will learn an important lesson in carefulness and cleanliness.

*Holyoke* reports a constantly increasing school population and a corresponding public school enrollment and attendance, which have necessitated increased school accommodations; good progress made in all the schools in arithmetic and in the practical use of language, while improvement in reading has been less noticeable; special attention given to vocal music with good results; attendance in evening schools was so irregular as to render their usefulness questionable.

The truant officer finds that while the law relating to the employment of youth 14 to 16 is not universally observed, generally through inattention on the part of employers, nearly all such youth in the city were able to read and write, his last tour of inspection having discovered only 14 out of 811 of that age who were unable.

*Lowell* reports an increased number of pupils attending the high and grammar schools during 1884, while the prevalence of contagious diseases reduced attendance in primary grades. Useful work is reported in the evening schools, of which 9 were taught, 8 elementary and 1 high. Certain changes were adopted in the management of the latter; it was modeled as nearly as practicable on the plan of the Boston evening high; 6 rooms in the day high school building and a corps of 7 teachers were placed at its disposal, a course of study adopted, and the school placed on an equal footing with the day school. As one of the results, it is noted that the average attendance during the months of November and December, 1884, was 84 per cent. of the membership, against 40 per cent. for the same months of the previous year. Music is a recognized study in the public schools and its importance understood; penmanship and drawing received due attention under a special teacher, with satisfactory results, and the free evening drawing schools were in good condition, enrolling 541 pupils at the beginning of the term 1884-'85.

*Lynn* reports a course of study during 1884 nearly the same as the previous year, the only change being a further omission of non-essentials and the introduction of mental arithmetic into the 3 upper grammar grades. The objective method is followed in the primary schools, spelling being taught chiefly by means of writing. The progress in music, writing, and drawing, directed by special teachers, was satisfactory. Music is taught in all the grades, note singing prevailing from the very first, and in the high school pupils are able to read music at sight. Additions were made to school accommodations, but more were needed. A sanitary committee was doing much for the health of pupils in drainage of school yards, provision of better light, and other improvements. Evening schools had a larger attendance than usual, and good practical work was done in them; but the problem of how to secure regularity of attendance had not yet been solved. The number of pupils enrolled was 554; average attendance, 246.



*Marlborough* reports a school superintendent appointed during the year 1884-'85, who devoted his entire time to the work of supervision, but no radical changes were made in the management of the schools. They are said to have given, in the main, sound instruction in the common branches and in high school studies, to have been generally well disciplined, and to have had a good influence on the manners and morals of pupils; still, the superintendent sees need for reform and improvement. School-houses were generally in a satisfactory condition, although too little attention has been paid to ventilation and to other matters having reference to the health of pupils.

*New Bedford* reports an increased attendance in the public schools, which is attributed in part to the release of parents from the expense of text books. Music and drawing were successfully taught under the charge of special teachers. The evening drawing school has prepared hundreds of people in the city to gain a livelihood. In the three elementary evening schools taught there was an improvement in regularity of attendance, with corresponding attention to study and improvement therein. The schools for factory children have been of great value, not only to the pupils who attend them, but also to the graded schools, which, in default of their aid, would be disturbed by continually receiving an element that could not be properly graded. These mill schools enroll during the year between 300 and 400 children of 12 to 14 years of age, their entire *personnel* being changed nearly four times a year. In the truant school, industrial training was, to some extent, added to the other studies, a mechanic having been engaged to give the boys instruction on Saturdays in the use of tools. Sewing is taught the girls in all the day schools, one hour each week being devoted to it.

*Newton* reports school work retarded by excessive heat at the opening of the term and the prevalence of sickness during the winter, yet substantial progress was made, through the earnest efforts of teachers and pupils and the co-operation of parents. Some improvement was made in the methods of instruction, especially in reading and arithmetic. The topical method was pursued more largely than before, and special attention given to training pupils to think. The free text-book law is expected to prove beneficial, tending to increase the average attendance, to lengthen the average term of years spent in the schools by pupils, and to exert a healthful influence on their character from the care they are required to take of the books; it also effects a saving of time and of expense. The evening school work done was successful and useful, as also was the special instruction given the girls in the day schools, amounting to one hour a week in each.

*North Adams* reports its schools working harmoniously and the methods of study remaining about the same as the previous year. Language study, both oral and written, is made prominent in all grades; much attention is given to the building of sentences and great gain has been made in this branch. The free text-book plan has worked well. Books have been better cared for than when owned by pupils, and the cost of them to the city probably only about a third what it used to be when bought by parents. Evening schools were taught for the first time and were fairly successful. About 137 pupils were in average attendance, a large proportion of them being mill operatives, many of whom could not read or write.

*Peabody* reports an increased attendance, additions and repairs made during the year in school buildings, free text books supplied according to law, and the books well taken care of. To the faithfulness of the truant officer is ascribed, in part, the increase in the number of pupils in the schools. Of 129 cases of truancy reported only 23 cases were habitual, and it is thought that with a place of commitment for the worst of these cases, the evil would almost disappear.

*Pittsfield*, notwithstanding overcrowding, reports good work done in the public schools and improvement made in its quality. Constantly increasing excellence is found among the primary teachers, probably owing to the fact that those who have shown aptness in this work have been continued in it and have been rewarded by increase of pay rather than by change of grade and position, since no good reason is seen here for giving teachers of intermediate and grammar grades preference over those of primaries, which require in their management an equal amount of ability, tact, and teaching power.

*Salem* notes in its report for 1884 an increase of truancy, also too many cases of corporal punishment in the public schools. These consist of primary, grammar, high, and evening schools, also an ungraded school for French Canadian children connected with the Naumkeag factory, and who speak no English. In the ungraded school, especially, the new free text-book plan has been a great assistance.

*Springfield*, whose latest report received is also for 1884, has during this year introduced sewing in the grammar schools and the Indian Orchard (or mill) school, the girls receiving instruction in this branch for one hour a week. The plan has been in every sense attended with satisfactory results. The free text-book law has resulted in an increase of attendance. Improvement was secured in evening school attendance by requiring an excuse for absence, and better work was accomplished also

through a more systematic classification under suitable teachers. It is found that the very best teaching talent is required for evening schools; and to an absence of experience on the part of teachers is attributed the lack of success often obtained in the schools.

*Taunton* public schools, comprising primary, grammar, high, evening, and evening drawing schools, show a fair record in respect to attendance, considering the fact that there was an almost unprecedented prevalence of contagious diseases. Thus while only about 72 per cent. of the whole number enrolled were in average daily attendance, 97 per cent. of the average membership were in constant attendance.

The most notable occurrence in connection with the school system during the year was the completion of a new and commodious high school building, about 170 by 88 feet in extent and 3 stories high, including a basement, and capable of accommodating 250 to 300 pupils. The building is heated by steam, the most approved methods of lighting and ventilation have been used, and care taken that the rooms for the daily work of the school be mainly on one level, and on the floor next above the basement, thus avoiding the necessity of much going up and down stairs.

*Westfield* reports 2 new school-houses erected, and repairs and improvements made in nearly every school-house in the town; also punctuality and diligence on the part of pupils and good attendance, notwithstanding a prevalence of scarlet fever. A year's experience has confirmed the belief of the committee in the advantages of the free text-book law. The committee urge the appointment of a city school superintendent and the introduction in the schools of industrial education.

*Woburn*.—The superintendent thinks some of the schools have been wasting a certain amount of energy from the lack of a definite course of study; that the line pursued in some studies—notably language, is vague and indefinite; that better results in arithmetic would follow from a more rational course, and that the time devoted to geography is out of proportion to the amount of benefit derived, that in the last, the motto "From the known to the unknown" has not been sufficiently observed. The school buildings were in excellent condition, with the exception of a faulty arrangement for the admission of light in many of the rooms. In the evening schools irregularity of attendance was a great drawback, although their benefits were unquestioned. A requirement of a deposit of tuition fees, to be forfeited in case of truancy, is suggested as likely to induce more regular attendance.

*Worcester*, including in its public school system primary, grammar, high, evening, and evening drawing schools, reports an increase in the number of children of school age and in that of those under instruction, the day schools showing a larger increase in the average number belonging and in average attendance than in the number enrolled. This increase of attendance, as compared with registration, shows, as the superintendent points out, the faithfulness with which the law for school attendance is executed, while the daily attendance indicates the interest pupils take in their schools. That over 90 per cent. of the number belonging were held in average attendance is thought very satisfactory, especially considering the severity of the climate, the laborious habits of the population, and the fact that no attempt is permitted to "fix up" the records or to insist on the attendance of children regardless of the necessities of health and of other reasonable causes for absence. The enrollment in day schools was nearly equal to the school census of 1885 (13,269), or about one-sixth of the population. Including 465 pupils in evening schools and drawing classes, it was almost one-fifth; and, counting the estimated 1,500 in private schools, the proportion would be still greater.

Evening schools were, as usual, carried on successfully. The plan of requiring a deposit of one dollar for admission as a guarantee of constant attendance and attention to duty vindicates itself anew with each succeeding year. There is no more question about the orderly and studious behavior of pupils in evening schools than in any others. The "deposit" plan has proved so useful in these schools that it has been adopted in the free evening drawing schools, where its effects have been equally good.

Music has been taught in the schools by a special teacher for more than 20 years. Aside from the benefits thus conferred upon the community in supplying an important source of pleasure and refinement, this study has been found to exert a strong influence for good in the schools, in relieving the attention from other studies, in giving variety to the exercises, in expanding the lungs, and in softening the asperities of school discipline. A large part of the steady decrease of the disagreeable, which has steadily been going on in school discipline during the last two decades, is ascribed to the influence of this study; and in this respect alone it has been worth three times as much as its cost.

#### KINDERGARTEN TRAINING.

It is the opinion of the secretary of the State board that children are by a course of kindergarten instruction prepared to enter with facility on the primary school studies, and that the experiences they acquire by actually handling the objects of



their study give both the strength and the love for investigation. He thinks it would be well if the kindergarten could be made a universal institution, and its spirit introduced into all primary education. How it may be included in a system of public schools does not clearly appear, but this it is thought can be partly accomplished by allowing the primary schools to pursue kindergarten methods for some time before entering upon what is now considered to be elementary training. Another way suggested is to combine kindergarten instruction with regular primary school work. In the latter case, children would enter school at an earlier age than at present.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS.

Teachers of town or district schools must obtain from the school committee a certificate in duplicate of their qualification to teach, a copy to be filed with the selectmen before pay for services can be obtained.

### STATE NORMAL TRAINING.

Six normal schools, including a normal art school, located respectively at Bridgewater, Framingham, Salem, Westfield, Worcester, and Boston, are provided by the State for the training of persons intending to teach in the public schools. In them all, tuition is free to those intending to teach; and for the further assistance of those who find even the remaining expenses burdensome, the State makes an annual appropriation of \$4,000. To supplement this aid, the school at Salem has the income from a fund of \$5,600 given by Nathaniel I. Bowditch, of Brookline. The design of these schools is strictly professional, and the plan of instruction one which will, it is believed, prepare in the best manner possible for the work of organizing, governing, and teaching the public schools, this being understood to include a thorough knowledge of the branches to be taught, of the best methods of teaching them, and of right mental training. The full course of study, extending over 4 years, prepares for the highest positions in the public school system. In all but the normal art school a shorter, or elementary course, is provided, which fits for primary and grammar school grades, and requires 2 years for completion, except in the Worcester school, where another half year is added, the fourth half year being spent in apprentice teaching in the city schools. There has also grown up at this school a practice of granting to undergraduates who desire it temporary leave of absence to engage in actual teaching for longer or shorter periods. Of the last graduating class fully one-half had taught schools of their own before receiving their diplomas. The Visitors report a remarkable absence of dull routine in this school. While the regular work goes forward steadily, fresh interest and animation are given by experiments in new directions. During 1884-'85, for example, there has been an effort to enlarge the study of psychology by making the systematic objective study of children a prominent part of the work of the more advanced classes. Independent personal observations are made of children, their nature and instincts, plays, games, ideas, and modes of thought and feeling; their habits, aptitudes, acquirements, etc., and the results are recorded upon blanks prepared for the purpose. Several hundred such records have been made. The experiment gathers interest and precision day by day, and has already attracted the attention and received the approval of several prominent educators.

The school at Bridgewater, one of the first three established on this continent, having received its first classes in 1840, has since that time given instruction to over 3,000 students, nearly 90 per cent. of whom have taught and 60 per cent. have been graduated, 70 of these from the 4-years course. An advance is reported in this school in the teaching and study of the natural sciences during the year. More comprehensive analyses of the subject were made, sets of working specimens provided for each member of the class, as well as more extended means for microscopic study and illustration. Special attention, too, is called to a steady increase in the number of those who give more than two years to normal training, showing that the demand for thoroughly trained teachers grows with the growth in importance and dignity of the teaching profession, also that the colleges do not supply the demand for teachers in the higher grades. In fact, graduates of this and other schools from either course are in demand to fill good positions in the public schools, but particularly those from the longer course and those who have taught, and the demand is rapidly increasing and is already greater than the supply.

Framingham, noting the increasing demand for graduates, reports a steady growth in the number attending, the last class being the largest admitted for 30 years, and an equal improvement in the character and fitness of the pupils.

The *Massachusetts Normal Art School*, Boston, first opened in 1873, was rendered necessary by the law of 1870 requiring drawing to be taught in the public schools and industrial drawing to all youth over 15 in cities and towns of more than 10,000



inhabitants. Its chief work is the preparation of teachers of industrial art, and especially of industrial drawing for the public schools. It also aims to provide for high skill in technical drawing. Applicants for admission must be over 16, of good character, and able to pass an examination in the common English branches and in free-hand drawing of ornament from copy. The school is meeting a pressing public necessity, and more and more year by year is justifying the wisdom of its establishment. Such has been the growing appreciation of its work that there is now no longer any question of its continuance, and the legislature at its last session made an appropriation of \$35,000 for the erection of a suitable building for it.

The five normal schools enrolled during the year over a thousand pupils, 139 of them belonging to the normal art school.

#### OTHER NORMAL TRAINING.

The *Boston Normal School*, a part of the city system, gives professional instruction in a course of one year to young women who intend to teach in the Boston public schools. A training school with primary and grammar grades, connected with the normal, affords opportunity for practice. City normals or normal departments also form a part of the public school system in Fall River, Lawrence, Haverhill, and Cambridge.

Opportunities for obtaining preparation to teach outside of the public school system are offered in departments of Wellesley College, Wellesley, and Cushing Academy, Ashburton; while for kindergarten work there was at last accounts a training school in Boston.

#### TEACHERS' INSTITUTES.

Two kinds of institutes were held during the year,—one, as in other years, for the benefit of the teachers of a group of adjoining towns, the other for the teachers of single towns. Of the former, 6 were held, 516 teachers attending. Besides the regular exercises of the day session, an evening lecture was given in connection with each institute, the speakers being the secretary of the board, on "The school system of Massachusetts"; Mr. Geo. H. Martin, agent, on "A practical education;" and Rev. A. D. Mayo, on "Country schools."

More time, however, was given to the class of institutes for single towns. They were held under the supervision of the agents of the board, who, after visiting towns and inspecting schools, met the teachers and committees and spent a day, or a part of one, in conference concerning the needs of the schools. At these meetings criticisms were made on existing defects in buildings and on equipment and methods of work; plans were proposed for remedying the evils and illustrative exercises were given upon methods of teaching. In most of the towns the people were addressed in the evening by the secretary or agents, or both. This form of institutes has given general satisfaction, and the committees and teachers everywhere speak of them as stimulating and helpful.

#### EDUCATIONAL JOURNALS.

The *Journal of Education*, Boston, a weekly, in its twentieth volume, is devoted to the publication of educational ideas, methods, and news, giving information from all parts of the Union and numbering among its contributors some of the best known writers and thinkers on educational topics. The same office issues a bi-monthly journal entitled *Education*, for the discussion of the science, art, and literature of education. The *American Teacher*, a monthly, published at Boston and devoted chiefly to kindergarten interests, entered on the ninth volume of the old series September, 1885.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

There were 224 public high schools taught during the year by 644 instructors and attended by 20,489 pupils, an increase for the year of 477 pupils. According to law any town may establish a school for instruction in the higher English branches; towns with 500 families must have such schools taught 10 months of the year and include ordinary high school studies; and towns of 4,000 inhabitants must add instruction in Greek, French, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy. Recent legislation has made physiology and hygiene compulsory, particularly in their relation to stimulants and narcotics.

##### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix, and for summaries see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Harvard University*, Cambridge, comprehends the following departments: Harvard College; schools of divinity, law, medicine, and dentistry; the Lawrence Scientific School; the graduate department; the museum of comparative zoology; the Bussey Institution; the college library; the astronomical observatory; the botanic garden and herbarium; and the Peabody Museum of American Archaeology and Ethnology. The degrees given in course are bachelor of arts, of science, of divinity, and of laws; doctor of medicine and of dentistry; civil and mining engineer; master of arts; doctor of philosophy; and doctor of science. There are four grades in the degree of A. B., according to the measure of distinction earned in the final examinations. This degree, owing to the elective system of the college, does not mean that all holding it have passed through the same course of study, nor even since 1884 (in which year three-fifths of the work of the freshman year was made elective) does it mean that all bachelors of the same year have necessarily studied together, while in college, any subject except rhetoric, English composition, and the barest elements of chemistry and physics. It means, however, that all who have received it have spent from 7 to 10 years in liberal studies; that they have learned at school the elements of Greek, Latin, mathematics, physics, ancient history, English literature, and French or German, passing somewhat beyond the elements in at least two of the first four named topics; that at college they have added the elements of a fourth language—German or French—to the three studied at school, besides pursuing the few prescribed studies above mentioned; and that they have also spent three years and a half on a prescribed quantity of liberal studies selected by themselves; all studies being accounted liberal which are pursued in the scientific spirit for truth's sake.

The influence which this large liberty in selection has had on the college is discussed by the president in his report for 1884-'85 in the light of facts. In reply to the question whether the freedom to concentrate study on special branches has been carried too far, it is shown that in the case of 92 per cent. of 350 selections of courses during the last two years, and tabulated in the report, the freedom to specialize had not been used to any degree which could seem inexpedient even to persons who doubt the wisdom of specialization; and that this liberty, far from being abused, had been as yet scarcely used. An inspection of this table of 350 choices shows, moreover, that there has been a fair degree of harmony in the courses selected, that incoherent choices have been very few, and that a comparatively small number of students have taken the less difficult studies from motives of indolence.

There were enrolled in this department of the university during 1884-'85 936 students candidates for the degree of A. B., and 70 special students. The graduate department enrolled 76 students, of whom 56 were candidates for the degree of A. M., Ph. D., or Sci. D.; 13, including 4 candidates for degrees, were holders of fellowships; and 11 were neither holders of fellowships nor candidates for degrees. Other departments will be noticed under "Scientific and professional instruction."

*Boston University*, Boston, comprising a college of liberal arts, 3 professional schools, viz, of theology, law, and medicine, a school of all sciences, and a college of music, is open on equal terms to both sexes. The school of agriculture of the university is supplied by the Massachusetts Agricultural College, students matriculating in both institutions, and enjoying the facilities for instruction afforded by the university, and on graduation receiving from it the degree of bachelor of science. In the College of Liberal Arts the regular course of study leads to the degree of bachelor of arts, though a limited number of persons who desire to prepare for the professional schools of the university, but are unable to spend so much time, may take a three-years elective course for the degree of bachelor of philosophy. A recent arrangement permits students of the regular course to take their studies in any order they please, when their object is to secure greater thoroughness or more leisure for reading or laboratory work. The School of All Sciences, intended for graduates of this and other colleges, and of professional schools, aims to provide thorough instruction in all cultivated languages and their literatures, in all natural and mathematical sciences, all theological and medical studies, all fine arts, properly so called, and all branches of special historical study. The College of Music is designed for graduates of the best American conservatories. Students in this are admitted to the classes of the College of Liberal Arts without extra charge. Of the 620 students in all departments of the university during 1884-'85, 164 were young women.

*Amherst College*, Amherst, as formerly, reports a course of study leading to the degree of bachelor of arts, embracing philosophy, history, art, ancient and modern languages, literature, and science. Arrangements are made for graduate study, and also for special students not candidates for a degree. One of the admirable provisions here is that of a department of hygiene and physical education. This is under the charge of two physicians, whose duty it is to keep themselves informed in regard to



the physical condition of each student and advise him as to the course he shall pursue for the maintenance and increase of his health and strength. Each class practices regularly in the gymnasium four days of the week, and unless excused for disability every student is required to take part.

*Tufts College*, College Hill, comprising classical, scientific, philosophical, and theological courses, offers in that leading to the degree of A. B. a number of optional studies in the sophomore, junior, and senior classes. In the philosophical course, of which the chief peculiarity is the substitution of modern languages for Greek, opportunity to pursue electives is afforded to a somewhat greater extent than in the classical course. The degree of master of arts is given graduates who follow a prescribed course for at least a year, at the college or elsewhere; but in the latter case an examination must be passed to show that the necessary attainments have been acquired.

*Williams College*, Williamstown, continues to give a prescribed course of study for the degree of bachelor of arts, except during the senior year, when a number of electives are offered, among them Greek, Latin, French, German, and Sanskrit; the required studies of the senior year relate chiefly to man as a physical, intellectual, moral, and religious being.

The *College of the Holy Cross*, Worcester, gives a 4-years collegiate course of study after a preparatory one of 3. All are required to pursue the regular course. In this, French is a prescribed study; other modern languages, and music and drawing, are optional.

*Boston College* added in 1879 to the regular classical course of study one in which exclusive application to English studies, including bookkeeping, the modern languages, and the sciences, takes the place of Latin and Greek.

Gifts were received by 5 of the above colleges, during 1884-'85, amounting to over \$142,000. Among those received by Harvard University were three of peculiar interest: Prof. John Tyndall, London, giving \$10,800 to found a scholarship for the promotion of the study of theoretical physics; Mr. John Eliot Thayer, a graduate in arts of the class of 1835, giving \$15,000 as a fund the income of which is to be used to encourage the publication of contributions to political economy; while Mr. Samuel Bridge presented an ideal statue of John Harvard in bronze. To Boston University was given in cash the sum of \$19,300, of which \$16,800 was from David Snow, esq., to establish a professorship of elocution and oratory; to Amherst College, from Henry Winkley, of Philadelphia, \$60,000 to endow a professorship of history and political economy; to Tufts, from various friends, \$36,036 for chapel, natural history, and the general fund.

#### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Eight institutions for the superior instruction of young women report for 1884-'85. No report appears for this year from Wheaton Female Seminary, Norton; and Maplewood Institute, formerly at Pittsfield, has been closed. All the institutions reporting include music, drawing, painting, French, and German in their courses of study, two adding Italian and one also Spanish; all but the Swain Free School provide a gymnasium for physical training. Only Smith and Wellesley are authorized to confer collegiate degrees, and these present courses of instruction of high grade, Smith offering 3, classical, scientific, and literary; Wellesley 2, classical and scientific. In the latter, besides the regular courses of 4 years, one of 5 has been arranged for such students as wish to include music or art in their studies for the degree of bachelor of arts or of science. Harvard College issued one certificate of final examination to a woman in 1884-'85.

For statistics of those institutions that have reported see Table VIII of the Appendix, and for a summary, the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

Scientific training is continued in the Massachusetts Agricultural College, Amherst; the Massachusetts Institute of Technology, Boston; the Worcester County Free Institute of Industrial Science, Worcester; the Lawrence Scientific School and the Bussey Institution, of Harvard University; the Boston University School of all Sciences; and to some extent in connection with the collegiate courses of most of the colleges and universities already noted.

The *Massachusetts Agricultural College*, besides the higher English studies, modern languages, and Latin, gives instruction in the sciences as related to agriculture and the mechanic arts, the course extending over four years. During 1884-'85 the college prospered in many respects. Among these it is noted that the standard of scholarship was raised, the course of study extended, buildings and grounds were improved, and new buildings were erected. An appropriation of \$6,000 made by the last legislature for the repair and improvement of North College was carefully ex-



pended. The library and chapel building, for the erection of which \$25,000 was appropriated, was to be completed July, 1886. There are 80 State scholarships and 11 established by the trustees, giving free tuition.

The *Massachusetts Institute of Technology*, including in its plan a society of arts, a museum of arts, and a school of industrial science, provides in the last named a series of scientific and literary studies and practice comprising 9 distinct courses, each of 4 years, viz: in civil and topographical engineering, mechanical engineering, mining engineering, architecture, chemistry, electrical engineering, natural history and biology, physics, and a general course. In some of these, optional studies are allowed, to enable students to specialize even more closely. Provision is also made for special students not candidates for the degree of Sci. B., to which all the above lines of study lead. That of Sci. M. is given after a definite course of graduate study extending over at least one year. The degrees of Sci. D. and Ph. D. may be gained after two years of such study.

The *Worcester County Free Institute of Industrial Science* was founded by John Boynton in 1865, through a conviction that it is possible advantageously to unite in a course of training thorough mental discipline and a knowledge of the application of science to some of the practical arts. It offers a good education, based on the mathematics, living languages, physical sciences, and drawing; and gives sufficient practical instruction in some branch of applied science to secure to its graduates a livelihood. It is specially designed for those who wish to become mechanics, civil engineers, chemists, or designers. Special prominence is given to the element of practice, which is required in every department. The training of students preparing for mechanical engineers occupies three and a half years; that of all others 3 years of 42 weeks each.

*Harvard University*.—The faculty of the Lawrence Scientific School, Cambridge, made an important revision of its four principal courses of instruction, viz, in engineering, chemistry, natural history, and mathematics, each of which covers 4 years. These changes were for the general purpose of utilizing all appropriate instruction given in the college, removing incongruities and interferences, and reducing somewhat the amount of work required of the regular student. Most of these courses are now open to college students, having been gradually, one after another, placed in the list of college electives. One result of this has been, while really increasing the amount and improving the quality of scientific instruction in the university, to cause an apparent decrease of interest in scientific studies by drawing students from the scientific school to the college.

Chemical investigations were pursued in the college laboratory, Boylston Hall, with the usual zeal, the number working in it increasing from year to year. As usual for many years past, courses of instruction were given here during the summer. They were attended by 25 students, many of whom were teachers.

The work of furnishing and equipping the Jefferson Physical Laboratory was prolonged throughout most of the year. The first report of the director shows a division of the work between elementary and advanced instruction and original research, an interesting feature being a course of experimental lectures on electricity, magnetism, and allied subjects.

*Boston University School of All Sciences*, for college graduates only, embraces, besides many other topics, instruction in the calculus, mechanics, quaternions, biology, zoology, chemistry, physics, botany, and the physiology of the vertebrates, and affords any desired amount of laboratory practice.

#### PROFESSIONAL.

**THEOLOGY.**—The theological schools are Andover Theological Seminary (Congregational); Harvard Divinity School (non-sectarian); Episcopal Theological School, Cambridge; Boston University School of Theology (Methodist Episcopal); Tufts College Divinity School, Medford (Universalist); Newton Theological Institute, Newton Center (Baptist); and New Church Theological School, Waltham (Swedenborgian). These all present the usual 3-years course of study for the degree of bachelor of divinity, the school at Tufts having also a 4-years course for students not college graduates. Nearly all these schools require of applicants for admission a collegiate or otherwise liberal training. In the latter case their competency to pursue the course must be shown by examination. Graduate study is provided for by the seminary at Andover, the Harvard Divinity School, the Episcopal school at Cambridge, and Newton Theological Institute.

The school at Harvard reports for 1884-'85 the success of a limited elective system recently introduced, and a provision made for systematic instruction in methods of social reform; also that the immediate construction of a new library building has been made sure. Of 26 students connected with this school during the year, 21, or 80 per cent., had the degree of bachelor of arts. A steady advance has been made, it appears, for 5 years in this respect. The proportion in the other schools, leaving out that at Waltham, which does not report, was nearly 64 per cent., or 143 out of a total of 224; and leaving out of the summary Tufts College Divinity School, where the

4-years course makes special provision for those not college graduates, the proportion is raised to 70 per cent.

The seminary at Andover received during the year a gift of \$1,000 for the increase of the Taylor Professorship of Biblical History; that at Boston University, a bequest of \$500 from Mrs. Hannah G. Russel, in aid of needy students.

**LAW.**—Legal instruction and training are given in the law schools of Boston University and Harvard University, each offering full graded courses of study extending over 3 years; the annual term comprising, in the former case, 36 weeks; in the latter, 37. Both require an examination for admission of applicants who do not hold a collegiate degree in letters or science. The proportion of students holding such degree during 1884-'85 was as follows: In Harvard University Law School, 116 out of 153; in that of Boston University, 60 out of 171; the per cent. of the whole number being a little over 54. For further statistics see Table XII of the Appendix, and for a summary see the report of the Commissioner preceding.

**MEDICINE.**—The schools for medical instruction are Harvard University Medical School, Boston University School of Medicine (homœopathic), and the College of Physicians and Surgeons, Boston. All present a 3-years graded course of medical study, the first two also offering a fourth year, which they advise students to pursue. The Harvard school gives the degree of doctor of medicine *cum laude* to candidates who have pursued a complete 4-years course of study and obtained an average of 75 per cent. in examinations. There were 385 students in the 3 schools during the year, of whom 91 were graduated, 91 of the matriculates and 26 of the graduates belonging to the homœopathic school of Boston University.

## SPECIAL INSTRUCTION.

### SOCIETY FOR THE ENCOURAGEMENT OF HOME STUDY.

This society, for the benefit of those women who wish to pursue a course of study or reading at home, supervises such studies by correspondence through a staff of officers, all women. It appears from the twelfth annual report, apparently for 1884-'85, that a total of 4,597 students have been connected with the society since its organization. Of the 604 belonging during the past year, 280 were new and 324 had been with it before, 4 of them for 10 years. They represent, geographically, 38 States and 1 Territory. There were also several in Canada and one each in France and Japan. More than half were between 20 and 30 years of age, about one-fourth between 30 and 50, one-sixth under 20, the remainder either over 50 or of unknown age. The leading subjects of study are history and English literature, science and art coming next in the number of students taking them, and German and French literature last. The percentage of perseverance, however, is, curiously enough, in an inverse ratio to that of the number engaged in a study. German, with the smallest numbers, has the highest ratio, French coming next.

### INSTRUCTION IN ART.

Systematic training in this line, with a view to the preparation of art teachers for the public schools, continued to be given at the *State Normal Art School*, Boston, under Mr. George H. Bartlett, principal, with a corps of skilled assistants. The pupils in 1884-'85 numbered 139, of whom 25 were young men, 114 young women. Certificates were given to 72, and 27 received appointments as teachers of drawing, 10 of them in the schools of Boston, 7 in other cities of Massachusetts, the remainder in New Hampshire, southern and western cities, and in Canada. Mr. Charles M. Carter, of the Art School, also visited many towns and cities of the State, to harmonize the art instruction in the public schools and give it, as far as possible, the same general character throughout. To aid in this he has presented in the State report an outline of an 8-years course of training.

In the Lowell Institute of Practical Design, held in the rooms of the Massachusetts Institute of Technology, there is given instruction in designs for manufactures, and in the Massachusetts Institute itself training in architecture forms an important element of the course.

The Boston Museum of Fine Arts also affords opportunities for study in its very considerable collections of art treasures; the New England Conservatory of Music, Boston, has an art department for instruction in drawing, painting, and modeling; Mt. Holyoke Seminary, South Hadley, a senior year course in the history of art; Gannett Institute, Boston, studies in the history, literature, and philosophy of art; Bradford Academy, Bradford, essentially the same; the Swain Free School, New Bedford, a 3-years course in art; Smith College, Northampton, a 4-years course; and Wellesley College, Wellesley, one of 5 years.

### TRAINING IN MUSIC, ORATORY, AND LANGUAGE.

The *New England Conservatory of Music*, under the direction of Prof. E. Tourjée, still sustains its high position, as evinced by an attendance of 1,971 for the year. Of



these 1,193 were from Boston and vicinity, the remainder from the several States and from foreign countries. Several important additions to its faculty were made during the year.

The *Boston University College of Music* presents a high standard of requirements for admission, promotion, and graduation. Since its opening in 1872 to the close of 1884-'85, only 15 students were graduated. Of these but 2 were able to meet the requirements for the baccalaureate degree in music. The membership for the year was 35, but none of the advanced class finished the course. The faculty prefer to wait until the preparatory schools and conservatories can furnish students of the required grade. Important additions of eminent artists were made during the year, and the course of study was revised with a view to a standard equal to anything in America at least.

*Wellesley College School of Music*, Wellesley, in a spacious and beautiful music hall of 38 rooms, with 40 pianos and 2 large organs, continued its 3 full courses in piano, organ, and voice music, each of 5 years, with other optional studies in place of these. Students who complete either course receive the diploma of the school of music, and if especially successful the degree of Mus. B. Students for the year 143, of whom 88 were in the piano class.

*Smith College*, Northampton, has also a school of music, with a 3-years course, conferring the degree of Mus. B. on those who complete the course.

*Lasell Seminary*, Auburndale, offers a course of 5 grades in piano playing, and one of 4 grades in voice culture. Graduates from either are admitted without examination to the second year in the college of music of Boston University.

Instruction in music and elocution is given in the *Abbott Academy*, Andover; in music, not including elocution, in the *Gannett Institute for Young Ladies*, Boston, and in the *Bradford Academy*, Bradford.

#### TRAINING IN DOMESTIC ARTS.

*Mrs. Hemenway's Vacation School for Girls*, Boston, after 2 summers' trial, had, in 1884-'85, passed from an experiment to an assured success. It brought together a class of poor girls of an average age of 16, who had been in the past kept in the city during the summer months, but were here taught housekeeping, marketing, needlework, modeling, and cabinet-making, in which last there is said to have been developed a surprising proficiency. Pupils enrolled, 125; in average attendance, 120.

#### EDUCATION OF THE DEAF AND DUMB.

Provision is made by the State for the free education of such deaf-mutes as the governor may consider fit subjects for it, at the *American Asylum*, Hartford, the *Clarke Institution for Deaf-Mutes*, Northampton, or any other such school in the Commonwealth as parents or guardians may prefer.

The *Clarke Institution*, while claiming to be specially adapted to the education of the semi-deaf and semi-mute, still admits others. Instruction is given only by means of articulation, lip reading, writing, and reading, the course of study comprising primary, grammar, and high-school branches. The girls are also taught sewing and housework, and the older boys cabinet work and carpentry, 17 having been instructed during 1884-'85 in the latter industries, and with better results than in any previous year. Indeed, work has been done by them which would be creditable to the average mechanic.

The *Horace Mann School for the Deaf*, also confining itself to the method of articulation, was established by the Boston school committee in co-operation with the State board of education, as a day school for deaf children. It is designed to give an elementary English education, but first aims to teach all its pupils to speak, and to read the speech of others from their lips. Any deaf child over 5 years of age, residing in Boston, is entitled to admission free of charge. Those living out of Boston pay the average cost for tuition, unless received as State beneficiaries. The girls are taught to sew, and the boys share the opportunities for manual training afforded to those of the other public schools, making as rapid progress in their work as do the boys who can hear. There were 81 pupils belonging to this school in June, 1885; boys, 40; girls, 41.

The *New England Industrial School*, Beverly, is a private school for the deaf, sustained by charitable donations and the sale of farm products. The combined system of instruction is used—signs for those entirely deaf, and articulation and lip reading for those who show an ability to make progress in this direction. Besides the school studies, pupils are taught farm work, housework, and sewing. Instruction in trades will be given when the school shall be able to erect shops.

#### EDUCATION OF THE BLIND.

The *Perkins Institute and Massachusetts School for the Blind*, Boston, gives a good common school education, with training in various industries, to blind youth of 9 to 19 years of age, of sound mind and good moral character. An annual fee of \$300 in-



cludes all expenses except those for clothing. Pupils who belong in the State, and whose parents or guardians are unable to pay the whole or a portion of this sum, are admitted gratuitously by application to the governor. The employments taught are mattress and broom making, cane-seating of chairs, upholstering of parlor furniture, sewing and knitting by hand and machine, and fancy work. Music is carefully taught, and the piano tuning department still retains the contract for keeping in order the pianos of the 132 public schools of Boston. Special attention is given to the physical training of pupils, including exercise in the open air and regular gymnastic drill under shelter.

Object teaching, which has always been one of the main features in the methods of instruction in this institution, is employed with great efficiency, and during the year an advance has been made in this direction. In addition to the usual careful handling and examination of educational objects of all kinds, many of the younger pupils have learned to make articles or models of various shapes and forms out of clay and other pliable material, this being the outcome of the manual dexterity and of the ideas of shape and form developed in the kindergarten classes.

A movement for the establishment of a separate kindergarten and primary school for blind children between 5 and 9 years of age made satisfactory progress in 1884-'85, and promises to be crowned with complete success. An eligible estate has been purchased in Roxbury at a cost of \$30,000, and the work for the erection of a building large enough to accommodate from 35 to 40 had been begun at the date of the State report.

#### TRAINING OF NURSES.

Four training schools for nurses, 2 of them in Boston, 1 in Roxbury, and 1 in Worcester, report a total of 137 pupils under instruction and 50 graduates in 1885. The school in Worcester was organized in 1883; the others, which had been in operation for 7, 12, and 13 years, had trained about 312 nurses, most of whom had remained in the business. A number had continued in the same line of study and taken the degree of M. D.

#### EDUCATIONAL CONVENTIONS.

##### STATE TEACHERS' ASSOCIATION.

The Massachusetts Teachers' Association held its 40th annual meeting in Boston, December 29-31, 1884. The speakers were some of the most talented men and women in the educational field. Of the more important topics discussed may be noted an address by Dr. Frank Wells, vice-president of the Massachusetts Emergency and Hygiene Association, on "School hygiene: its relations to the Massachusetts Emergency and Hygiene Association." After a discussion of this paper and of various points connected with the general question of school hygiene, an illustrated talk on color was given, committees were appointed, and the association adjourned, to meet, according to custom, in sections. Uniting again in the evening, the members listened to addresses by Governor Robinson, and President Eliot of Harvard; the latter on the relations of the 228 high schools of the State to its 9 colleges. Dr. Bicknell urged the importance of honest and fearless discussions of educational questions, instancing those of overpressure, examinations, tenure of office, as questions which demand careful investigation. He also spoke of his trip to Alaska, of the remarkable races there, and their susceptibility of high advancement in art and in industrial education.

On the following day Superintendent Seaver, of the Boston schools, as chairman of the committee on educational progress, read a report from the committee asserting the fact of such progress and stating that evidences of this may be found by a careful study of the methods of teaching in use, and of the conditions affecting the teacher's work. In surveying the work of schools, more especially of high schools, during the year, the committee has learned through extensive correspondence that the free textbook law has operated beneficially, increasing the attendance, and probably prolonging the actual school life of many children; that methods of teaching natural science, especially chemistry and physics, are decidedly improving, becoming more practical and making more use of laboratories; that the discussion of the Greek question has unsettled the views of many pupils preparing for college, and that a speedy settlement of the requisitions for admission to college, if there are to be changes, is highly desirable; that a serious increase in the work required for preparation of high school pupils cannot reasonably be expected; that on the part of high school principals a more thorough acquaintance with the aims, methods, and results of grammar school work would be beneficial; that there is need of better professional preparation of teachers for their work; that for high school teachers, especially, there should be professional instruction given in the colleges; that the demands for books upon the principles of teaching is greatly increasing, and that the interest evinced in teachers' meetings and institutes is hearty. The report alludes to the unsatisfactory tenure of office of teachers and looks forward to a remedy. It suggests that the board of education be clothed with powers over public libraries, so as to bring them into closer

relation with the schools, and concludes with a statement that the number of pupils in the high schools is about 8 per cent. greater than it was a year ago.

The subjects before the primary school section were "Economy in teaching the elements of numbers," "Observation lessons on insects," "Moral training in the primary schools," and "Primary school work in preparation for geography." The first paper argued that instruction in arithmetic, in all subsequent primary grades as in the first, should be concrete, should deal with objects and not with abstract terms, also insisting that such should be the chief method used even through the grammar schools.

Papers read before the grammar school section were on "The use of numbers," "Citizenship and the grammar school," showing that education is necessary to the safety of a government based on popular suffrage, and "Fingers and eyes in education," which insisted on the importance of pictures in all school studies, assisting, as they do, not only to train the eye to habits of observation, but to aid in the understanding of facts and to impress them on the memory.

The high school section listened to a paper on "Drawing as an aid in teaching," which offered similar arguments to those in the one just mentioned for the teaching of drawing in high schools, and which was followed by approving remarks by members; also to a paper on "Physics in our high schools."

#### MASSACHUSETTS CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The eighteenth annual meeting of the association of classical and high school teachers was largely attended by a body of intelligent and cultivated teachers, including some college professors. The papers presented were strong and broad; sharp and incisive criticism frequently occurred both in papers and discussions; the latter being particularly characterized by directness, conciseness, and good judgment.

Among the papers were one by Mr. Parmenter, of the Waltham High School, on the "Development of the scientific spirit," and one by Mr. Martin, agent of the State board, on "Science instruction in high schools." A paper by Professor Fay, of Tufts College, on the "Relation of preparatory schools to a modern language equivalent for the Greek now required for admission to college," devoted much time to a comparison of the disciplinary value of portions of the grammar of the modern and classical languages. He stated that he has sent a circular to 350 college professors, to get the general drift of scholarly opinion on that subject. In response to an inquiry whether the equivalent should be both French and German, 41 per cent. of the replies were in the affirmative, 40 per cent. in the negative, and 10 per cent. were undecided. The response to the inquiry whether the equivalent should be German or French, 67 per cent. advocated German, 16 per cent. French, 10 per cent. believed them to be of equal value, and 7 per cent. were undecided. Other papers were "Latin in country high schools," "The chief object in translating," two scholarly papers on Greek topics, "Notes on Harper's Latin lexicon," "Preparation in English for high schools," "The study of authors," and "Relation of the preparatory school to the college and university."

The committee appointed at the last session to take action on resolutions for co-operation between the teachers of preparatory schools and the faculties of colleges reported that a copy of these resolutions had been sent, according to the instructions of the association, to the presidents of 19 colleges (the colleges of New England having been specified by the resolution), but only 3, Harvard, Colby, and Boston Universities, had replied. A committee of 3 was then appointed to take the matter into consideration during the coming year.

Before adjournment resolutions were passed indorsing a bill before the legislature authorizing school committees to elect teachers to serve during efficiency and good behavior. An extensive debate preceded the adoption of the resolutions, which only received four or five negative votes.

#### CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

[Mr. Dickinson has been secretary of the board since 1877.]

## MICHIGAN.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20) .....	577,063	595,687	18,624	.....
Enrolled in graded schools .....	174,275	179,004	4,729	.....
Enrolled in ungraded schools .....	230,691	232,950	2,259	.....
Enrolled in all public schools.....	404,966	411,954	6,988	.....
Per cent. of school age enrolled.....	70.18	69.16	.....	1.02
Enrolled in private schools .....	27,130	30,458	3,328	.....
DISTRICTS AND SCHOOLS.				
Townships and independent districts.	1,176	1,186	10	.....
Graded school districts .....	437	440	3	.....
Ungraded school districts .....	6,378	6,492	114	.....
Whole number of districts .....	6,815	6,932	117	.....
Districts maintaining public schools.	6,728	6,880	152	.....
Number of public school-houses .....	7,073	7,164	111	.....
Sittings for study in them .....	498,859	512,659	13,800	.....
Average length of schools, in days ..	152	141.83	.....	10.17
Volumes in public school libraries...	347,557	371,669	24,112	.....
Number of private schools .....	296	303	7	.....
TEACHERS.				
Men teaching in public schools.....	3,757	3,876	119	.....
Women teaching in public schools ..	11,503	11,482	.....	21
Whole number of teachers .....	15,260	15,358	98	.....
Necessary to supply the schools .....	9,480	9,621	141	.....
State teachers' institutes held.....	68	74	6	.....
Enrollment in same.....	6,361	7,090	729	.....
Teachers in private schools .....	636	714	78	.....
FINANCIAL STATEMENT.				
Average monthly pay of men teaching.	\$46 92	\$46 17	.....	\$0 75
Average monthly pay of women teaching.	30 63	31 18	\$0 55	.....
Whole expenditure for public schools.	4,636,335	4,728,941	92,606	.....
Value of public school property .....	10,945,178	11,267,056	321,878	.....
Permanent fund available.....	3,795,225	3,838,729	43,504	.....

a Estimated.

(From reports of Hon. H. R. Gass and Hon. Theodore Nelson, State superintendents of public instruction, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The preceding table is a gratifying exhibit as to nearly everything belonging to educational interests in the State. Almost the only retrogressive steps perceived are a lessened number of school youth (5-20) enrolled in public schools, and a shortening of the average school term by nearly ten and a half days. But the former was to a fair extent made up for by a large increase in the enrollment in private and church schools, and may have come from causes that perhaps would have justified the shortening if given. Townships, independent districts, and graded school districts in-



creased, as may be seen, by 13; the whole number maintaining public schools by 152; the number of public school-houses by 111; the sittings for study in these by 13,800, the whole number of sittings going beyond half a million. The increase of teachers in State schools, of expenditure for these schools, and of the value of the property devoted to State school purposes, induces the idea that these schools may eventually swallow up all the others, and a complete public school system come to prevail throughout.

#### ADMINISTRATION.

The school system is administered by a State superintendent of public instruction, elected by the people for 2 years; a State board of education, elected for 6 years, of which the superintendent is a member and secretary *ex officio*; and a board of regents of the University of Michigan, elected for 8 years, with annual change of two. The local officers are county boards of 3 school examiners for the examination of teachers, township boards of 3 school inspectors, and district boards of trustees comprising 6 for graded and 3 for ungraded school districts. County boards of examiners are elected by the chairmen of the township boards of inspectors of their counties; district boards by voters of the district or township. Public schools are free to all residents of school age (5-20) without distinction of race or color, and no separate school for either race is allowed. All children of 8 to 14, unless excused for good reason, must be sent to school at least 4 months in each year, 6 weeks of which attendance must be consecutive; and no child under 14 may be employed in any business by any person, company, or corporation, unless he has attended at least 4 months of the preceding year. Public schools must be unsectarian, and must be taught for at least 9 months in districts having 800 or more youth of school age, at least 5 months in districts of 30 to 800, and 3 months in smaller districts.

Besides common schools the system includes high and normal schools, a State university, an agricultural college, schools for the deaf and for the blind, reform schools, and a public school for dependent and neglected children.

#### SCHOOL FINANCES.

Public schools are maintained from the income of a State primary school fund, a township tax of one mill on a dollar, and district taxes. These last must not exceed \$50 for each month of the school year (including the amounts received from the one-mill tax and the school fund) in districts having less than 30 pupils. Districts may also vote such tax as is deemed necessary to provide school-houses and sites.

#### NEW LEGISLATION.

In the Michigan Public Acts of 1885, pages 108-112, it is ordered that cities and villages maintaining a graded school may establish one or more ungraded ones for the instruction (1) of habitual truants from a school in which they have been enrolled as pupils; (2) of children who, while attending a public school, are incorrigibly turbulent, disobedient, or insubordinate, or are vicious or immoral in conduct; (3) of children not attending any school, but frequenting streets and other public places without lawful employment, business, or occupation which might render attendance at school impossible; and may require said children to attend such ungraded school for the whole or a part of each school day.

In cities with an organized police force, the police authority must detail, at the request of the school authorities, one or more policemen to assist in the enforcement of the required attendance; and in cities or villages without a regular police force, the board of education, or school district officers, must designate one or more constables to assist in enforcing the act.

Truant officers, under direction of the school authorities, are to warn alleged truants and incorrigibles, and their parents or guardians, of the consequences of belonging to any of the juvenile classes of disorderly persons, and are to serve written or printed notice upon the parents or guardians of classes 1 and 2 that such children must begin attendance at the ungraded school within 5 days of the date of said service. Under like direction they must give like notice to the parent or guardian of a child of class 3 that such child is not attending any school, and must begin to attend the ungraded one within 5 days of the date of notice. If parents or guardians refuse or fail to send such child to school, they must, on conviction, be punished by a fine of \$10 to \$25. Should they plead inability to cause the child to attend, such child, if a boy, must be sent to the Reform School at Lansing; if a girl, to the Industrial Home for Girls at Adrian.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

The city of Detroit has a board of education of 12 members and Grand Rapids one of 16. Other cities have boards of 6 trustees elected for 3 years. Superintendents are employed in the larger cities and in many of the smaller ones.

In all the Michigan cities or school districts included in this report, the usual graduation of schools from primary to high prevails, a superintendent of schools presiding over and guiding the instruction given.

## STATISTICS.

1884-'85.

Cities.	Population. census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Adrian <i>a</i> .....	7,840	2,382	1,645	927	31	\$19,853
Ann Arbor.....	8,061	2,876	1,930	1,525	41	35,946
Bay City.....	20,693	7,578	3,519	2,344	59	47,924
Detroit.....	116,340	45,641	19,751	13,450	315	310,012
East Saginaw.....	19,016	7,734	4,023	3,204	74	65,166
Flint.....	8,409	2,408	1,998	1,422	38	34,661
Grand Rapids <i>b</i> .....	32,016	12,218	8,136	5,726	168	250,206
Jackson, District No. 1.....	16,105	2,714	2,123	1,418	36	25,945
District No. 17.....		2,339	1,881	868	21	15,925
Kalamazoo.....	13,552	3,949	3,351	1,801	55	58,834
LaSalle.....	8,319	2,726	2,590	1,215	33	30,627
Muskegon.....	11,262	5,458	3,610	2,381	62	60,414
Port Huron.....	8,883	3,724	2,048	1,481	32	23,409
Saginaw.....	10,525	4,480	2,359	1,779	41	45,111

*a* State report.

*b* These figures include 211 pupils in evening schools, 59 in average attendance on them, and 4 teachers in them.

## ADDITIONAL PARTICULARS.

*Adrian*, with 87 fewer youth of school age, had a considerably larger enrollment than in 1884, but showed a smaller average attendance and expended \$662 less for its schools. Drawing is taught in every grade. A training school for teachers is reported and high school courses of 4 years.

*Ann Arbor* fell off slightly in the number of youth enrolled in its schools, but had a considerable increase in average attendance in 1884-'85. The schools were classed as primary, grammar, and high, the sessions covering 190 days. Music, drawing, and penmanship were taught by special instructors. Other than public schools enrolled about 200.

*Bay City* presents an increase of 816 in school youth, of 219 in enrollment in public schools, of 246 in average attendance, and of 2 in teachers, but a decrease of \$9,469 in expenditure for school purposes from 1883-'84. In private and parochial schools about 600 were reported.

*Detroit* shows 1,801 more school youth, 1,603 more of these enrolled in public schools, 1,002 more in average daily attendance, and 18 more teachers, while the expenditures for the year increased by \$19,098. The schools occupied 31 buildings, with 15,429 sittings, valued, with sites, etc., at \$1,001,950, and were taught 196 days. A special teacher of drawing is reported, but none of music or penmanship. Teachers of evening schools appear, but no statement of the number of such schools, or of the instruction or attendance in them. In private and parochial schools there are 8,378 pupils.

*East Saginaw* reports a fair increase in all public school statistics, 69 more youth of school age, 183 more enrolled in public schools, 198 more held in average attendance under 6 more teachers, with an expenditure of \$2,609 for schools beyond that of 1883-'84. The schools occupied 11 buildings, with 3,525 sittings, valued, with other school property, at \$212,000. Private school enrollment was 475.

*Flint*, with 35 fewer school youth than in 1883-'84 to draw upon, enrolled 9 more in its public schools, and showed 60 more in average daily attendance, with an expenditure for school purposes of \$2,576 less. Its 7 public school buildings afforded 1,850 sittings for study, which seem to have been fairly sufficient. The schools were taught 194 days, instruction in reading being given by a special teacher. Enrollment in private and parish schools, 250.

*Grand Rapids* valued its 22 public school buildings, with 7,570 sittings, at \$628,490. Evening schools were taught in 4 rooms, the enrollment being 211, under 4 teachers. Special teachers of music, drawing, and penmanship were employed at an annual salary of \$1,000 each. Private school enrollment was 1,100. The figures throughout show a considerable increase in enrollment, average attendance, teachers, and expenditure for schools.

*Jackson*.—District number 1, with 124 more school youth, enrolled 100 more in public schools, and had 92 more in average attendance, but had 3 fewer teachers and expended \$5,562 less for school purposes. The schools were taught 192 days, drawing under a special teacher entering into the instruction given.



*Kalamazoo*, according to the figures of the State report for 1884-'85 and those in the Report of the Bureau of Education for 1882-'83, shows an increase in two years of 317 in school youth, of 1,007 in enrollment in public schools, of 230 in average attendance, and of \$16,402 in expenditure for its school system.

*Lansing*, with 113 additional school youth in 1884-'85, appears, from the statistics of the State reports for that and the preceding year, to have fallen off in public school enrollment and average attendance, though it seems to have expended \$3,125 more for its schools.

*Muskegon* shows an increase of 372 in enrollment in its city schools, of 241 in average daily attendance, of 7 in teachers, and of \$12,747 in expenditure. The schools were taught 197 days in 9 school buildings, with 2,780 sittings. At least 1 evening school was held, with 2 teachers, 1 male, 1 female. Special teachers of music and penmanship also appear.

*Port Huron* shows an increase of 107 in enrollment in public schools, of 5 in teachers, and of \$7,829 in expenditure for all school purposes. Private and parochial schools had an estimated enrollment of 300.

*Saginaw*, with 227 more school youth in 1884-'85, enrolled only 59 more such youth in its public schools, but increased by 215 its average attendance, and by \$13,904 the expenditure for all school purposes. The city schools were taught 195 days in 7 buildings with 2,048 sittings, under 3 male and 33 female teachers. Music and drawing were attended to by special teachers. In private and parish schools there was an estimated enrollment of 641.

Public school property was valued at \$128,000.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### STATE REQUIREMENTS FOR CERTIFICATES.

Graduates of the State Normal School, Ypsilanti, recommended by its board of instruction, may have from the State board of education a diploma which secures a certificate of qualification to teach in any of the public schools. The State board also holds, at fixed times, meetings to test the qualifications of any persons that desire certificates good throughout the State, and such certificates, when granted, are valid for 10 years, unless revoked. For other certificates of ability to teach in city or district schools the State board prepares questions for the use of officers authorized to examine teachers, and the State superintendent of public instruction furnishes these questions to such officers, who determine from their examination of candidates whether the certificates given shall hold for 1, 2, or 3 years.

### STATE NORMAL TRAINING.

*Michigan State Normal School*, Ypsilanti, presents essentially the same courses of instruction in 1884-'85 as in the preceding year, namely, scientific, literary, language, and music courses, each of 4 years, any one of which, fully completed, secures a certificate of qualification to teach for life, unless revoked; while an English course of 3 years brings a 5-years certificate.

*University of Michigan*, Ann Arbor, gives instruction in the science and art of instruction and government of schools, the historical development of educational systems and methods, with discussion of special topics in the history and philosophy of education, etc., from 2 to 4 days each week. Teachers' diplomas are given to such students or resident graduates of the university as complete one of these courses and one of the other teachers' courses offered by other professors, and show marked proficiency in the course or courses chosen.

### OTHER NORMAL TRAINING.

Adrian and Hillsdale Colleges continued in 1884-'85 the offer of normal instruction noticed in the last Report, that at Adrian still of 2 years, that at Hillsdale lengthened to 4 years. Olivet College presents a 3-years English normal course; a 4-years language course; a fall and spring term normal class; and a summer normal of 5 weeks. A teachers' association appears at Albion College.

### TEACHERS' INSTITUTES.

These temporary normal schools are required to be held annually, one in each county in ordinary cases, though in exceptional circumstances they may be omitted, or be held for the benefit of 2 or more adjoining counties and receive the proper institute funds from each. In 1884-'85 there were reported 74 State institutes, against 68 the preceding year, the attendance of enrolled teachers reaching 7,090, an increase of



729 over the number in 1883-'84. As in other years, a large part of the enrollment was composed of women, 5,157 of these against 1,933 men.

In 35 counties (3 less than in 1883-'84) county teachers' associations were reported.

#### EDUCATIONAL JOURNAL.

The *Michigan School Moderator*, Grand Rapids, a valuable paper, well edited, and full of useful educational information, continued its issues in 1884-'85.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

Statistics of the high school departments of 59 graded school districts give an enrollment of 6,830 pupils. In the 248 graded schools reporting statistics, Latin was taught in 66; Greek, in 9; French, in 14; German, in 53; vocal music, in 43; drawing, in 40.

#### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the Appendix, and for a summary of the same, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

*University of Michigan*, Ann Arbor, has a department of literature, science, and arts, of medicine and surgery; of law; of pharmacy; a homœopathic medical college; and a college of dental surgery, each having its own faculty and under its own management, while the university senate, composed of these faculties, considers questions of common interest. The State provides free tuition, admitting persons of either sex who are qualified. In the department of literature, science, and the arts, different courses of study are marked out, leading to the degrees of bachelor of arts, of science, of philosophy, and of letters; to the corresponding master's degrees; the degrees of doctor of philosophy, of science, and of letters, and those of civil, mechanical, and mining engineer. Special students, not candidates for a degree, are received; but all under 21 must pass such entrance examination as is required of candidates for some degree, and those over 21 must show that they are prepared to pursue profitably the studies they propose to undertake. The right to an admission on diploma, hitherto limited to students of secondary schools in Michigan, is now extended to approved schools in other States.

The privileges of the university system of study are open not only to graduates of this and other universities, but also to undergraduates who have completed their second year, with all the prescribed work belonging to that period, for some one of the bachelor's degrees. Students working on this system are not held to the completion of a definite number of courses, but are required to pursue a fixed line of study, including one major and two minor studies, and pass a special examination on these. This requisition, since June, 1884, has been adopted also for the master's degree, a year's residence at the university, devoted to an approved course of study after having graduated as bachelor, being now required. Non-residents who have been graduated at the university may receive the master's degree after two years' study.

Six other colleges, all open equally to both sexes, report for 1884-'85, viz: Adrian, Albion, Hillsdale, Kalamazoo, and Olivet, situated in towns of the same name, and Hope College, Holland. All these provide full classical collegiate courses of instruction, following a preparatory course; all but one add scientific courses.

Gifts were received during the year by Albion, Hillsdale, Hope, Kalamazoo, and Olivet Colleges, amounting altogether to over \$168,000. Of this sum \$110,000 were given to Albion for endowment; \$12,000 to Hillsdale, of which \$10,000 were for a professorship of christian metaphysics; \$30,350 to Hope College, of which \$23,035 were for a theological professorship; \$5,300 to Kalamazoo for the permanent fund; and \$10,840 to Olivet for buildings, endowment, and general fund. The State university received a number of valuable gifts, among them \$2,000 worth of machinery for the mechanical engineering department, about 100 models, casts, and sculptures, and 3,500 volumes of law books.

For statistics see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the facilities offered for the higher education of young women in all the above colleges and the State university, further provision is made for them in Michigan Female Seminary, Kalamazoo, which is modeled after Mt. Holyoke Seminary in Massachusetts. All the pupils assist for one hour daily in the lighter domestic

work of the family. The course of study extends over 4 years, and includes music, painting, drawing, German, and French. For statistics see Table VIII of the Appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Michigan State Agricultural College*, Lansing, first organized in 1855, reorganized in 1861, and, under the control of the State Board of Agriculture, endowed with the State's share of the Congressional grant for agriculture and the mechanic arts (amounting to 235,673 acres of land), receives students free of tuition and without distinction of sex. The regular course of instruction, covering 4 years, aims to impart a knowledge of the natural sciences and their application to the arts. Those sciences especially which relate to agriculture, chemistry, botany, zoology, and animal physiology, are studied with constant reference to their practical application in industrial work. The course comprises, besides other branches of applied science, surveying and leveling, agricultural engineering, and civil engineering, the degree given on completion of the full course being bachelor of science. A department of mechanic arts is to be opened immediately, the legislature having made an appropriation for the erection of shops and their equipment. As already noted, all the colleges except one make provision for instruction in general scientific branches. The University of Michigan, besides these, includes in its department of science, literature, and the arts, complete instruction in all branches of engineering, civil, mechanical, and mining, and is better prepared than ever to afford such training. The chemical laboratory offers better facilities for systematic instruction and original investigation. The mechanical laboratory, giving opportunity for instruction and practice in the use of tools, and for working in wood and metal, has been more than doubled in capacity during the year.

For statistics see Table X of the Appendix, and for a summary see the report of the Commissioner preceding.

### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in Adrian College (Methodist Protestant), the Theological Department of Hillsdale College (Free Baptist), and the Western Seminary of the Reformed Church in America, all having courses of study extending over 3 years of 40, 38, and 34 weeks respectively. The last named was the theological department of Hope College, reopened in December, 1884, after a suspension of 7 years, and in June, 1885, reorganized as a separate institution. For statistics see Table XI of the Appendix, and for a summary see the report of the Commissioner preceding.

**LAW.**—Legal training is provided in the law department of the University of Michigan, where, in a course of study extending over 2 years of 9 months each, students pursue all those branches considered necessary to a thorough legal education. Any person may matriculate in this department, but candidates for the degree of B. L. must be not less than 18, and, if not graduates of a college, academy, or high school, must pass an examination for admission. Of 262 students attending in 1884-'85, 40 had received a degree in letters or science. For further statistics see Table XII of the Appendix.

**MEDICINE.**—Medical instruction was given during the year in the Department of Medicine and Surgery of the University of Michigan, the Homœopathic Medical Department of that university, Detroit Medical College, and Michigan College of Medicine, Detroit. The last two were united in 1885 to form a new school, the Detroit College of Medicine, which was organized in June. The two schools of the State university require of applicants for admission, if not graduates or matriculates of some suitable literary institution, an examination which will show their fitness to pursue the technical study of medicine. A 3-years graded course of study is provided, covering the full college year of 9 months, but students may be admitted to advanced standing on passing examination in all the studies of the previous year or years. During the past few years the facilities for clinical instruction in these schools have been largely increased. By the liberality of successive legislatures, aided by contributions from the city of Ann Arbor, ample hospital accommodations have been provided. There were 450 matriculates in the four schools reporting, of whom 126 were graduated. For further statistics see Table XIII of the Appendix, and for a summary see the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

*Michigan Institution for Educating the Deaf and Dumb*, Flint, supported by the State, had about the same number under instruction as during the preceding year; the percentage of the male inmates, however, decreasing from 53 per cent. of the whole number under training during that year to 43 per cent. for the year under review. The



State superintendent remarks in his report that this, among other State charitable institutions, continues to command the confidence of the people and reflect credit upon the State.

The *Evangelical Lutheran Deaf-Mute Institute*, Norris, sustained by the Evangelical Lutheran Synod of Missouri, gives its pupils training in the common school branches, including drawing, with gardening and housework. The system of instruction used is the articulation method.

For full statistics of the foregoing institutions see the Appendix, Table XVIII, and for a summary of the statistics see a similarly numbered table in the report of the Commissioner preceding.

#### EDUCATION OF THE BLIND.

The *Michigan School for the Blind*, Lansing, supported by the State, gives instruction, board, and all necessary care to blind youth living in the State, of suitable age, and sound in body and mind. The age for admission is from 10 to 21, but persons over 21 may be received in special cases. Instruction is given in the branches usually taught in the common schools, in vocal and instrumental music, and in broom-making, sewing, knitting, and fancy-work. Certain hours are set apart each day for outdoor exercise, and each pupil is required to take this exercise unless excused.

#### TRAINING IN MUSIC AND ART.

Instruction in drawing and music enters largely into the courses of the better class of graded schools under the State system, special teachers for both arts being usually employed in the larger ones. The State university, Ann Arbor, provides mechanical and free-hand drawing; Adrian, Albion, Battle Creek, Hillsdale, Kalamazoo, and Olivet Colleges, music and voice culture; the State Normal School at Ypsilanti, drawing and penmanship, with attention to vocal and instrumental music.

#### TRAINING IN INDUSTRIES.

The *Detroit Industrial School Association* receives poor children for instruction in sewing, with, apparently, kitchen-garden and kindergarten exercises. Its last received report, for 1884, indicated an average attendance of 80 in the winter and 60 in the summer.

From the *Michigan Reform School for Boys*, Lansing, and the *State Industrial Home for Girls*, Adrian, no report for 1884-'85 reached the State superintendent of public instruction; but he says that it continues to be the policy of the boards of control to extend instruction in industries as far as possible, and to fit the inmates for the duties of citizenship through the training and teaching given them.

At the *State Public School*, Coldwater, a kindergarten department was established in 1884-'85, and is said to have been a most important adjunct to the school work.

The *Lansing Industrial School*, Lansing, for the instruction of girls between the ages of 5 and 13 whose parents are destitute, reports 48 inmates taught sewing, to which other industries are to be added as fast as means will allow. Since its organization, in 1879, 200 children have been under training.

#### EDUCATIONAL CONVENTIONS.

##### STATE TEACHERS' ASSOCIATION.

The thirty-fourth annual session of this association was held at Lansing, December 29-31, 1884. The first address was by President Thompson, of the Rose Polytechnic Institute, on "Technology in the public schools." The inaugural address, by Superintendent Spencer, was on "Some limitations of educational progress." Other papers were on "Methods of teaching the English language in grades below the high school and in district schools"; "The why and the how of the use of English authors in the high schools"; and "The elective system in high schools." The association also listened to an address by Colonel Parker, of Illinois, entitled "Learning to do by doing."

A committee appointed to consider needed school legislation submitted a report, which was adopted, urging that the township system be made the unit for the management of local school affairs; advising certain changes in methods of school supervision with the aim of securing greater efficiency therein; and offering a number of other suggestions, among them that manual training schools be established in connection with the State normal school and the agricultural college, that the law requiring instruction to be given concerning the effects of the use of alcohol and narcotics on the human system be strengthened by the addition of a penalty for its violation, and that the provisions of the compulsory school law be extended to districts of less than 5,000 inhabitants.

Before adjournment the association appointed a committee to devise and report a scheme for teachers' reading circles, in view of the need of a more systematic study of the theory and science of education.



## CITY SUPERINTENDENTS' ASSOCIATION.

The city superintendents met in convention at Lansing, May 21 and 22, 1885. State Superintendent Nelson was present and delivered an address. A paper on "Science in the public schools, what and how?" was read and discussed, as also one on "Science in the primary grades." Other papers presented to the association were on "Botany," "Chemistry," and "Natural philosophy." A suggestion was made and favorably considered to the effect that the title of "Professor" be dropped from before the names of teachers in the public schools.

## CHIEF STATE SCHOOL OFFICER.

Hon. THEODORE NELSON, LL.D., *State superintendent of public instruction.*

[Dr. Nelson's term is not definitely stated, but is believed to extend from April, 1885, to April, 1887.]

## MINNESOTA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-21).....	359,366	.....	.....	.....
Enrolled in public schools.....	223,209	232,721	9,512	.....
Average daily attendance.....	100,637	118,697	18,060	.....
Per cent. of enrollment in average daily attendance.	45.09	51.00	5.91	.....
Per cent. of enumeration in attendance.	23.00	.....	.....	.....
Enrollment in graded schools ....	52,189	.....	.....	.....
Average daily attendance in them.	32,088	.....	.....	.....
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Number of school districts .....	4,902	5,076	174	.....
Public school-houses in use.....	4,671	4,660	.....	11
New ones built within the year...	391	303	.....	88
Average time of schools in days..	112	116	4	.....
<b>TEACHERS.</b>				
Men teaching in public schools...	1,715	1,794	79	.....
Women teaching in them .....	4,371	4,776	405	.....
Whole number of teachers.....	6,086	6,570	484	.....
Teachers continued 3 years or more.	364	260	.....	104
Teachers graduates of a normal school.	415	326	.....	89
Teachers who have attended normal schools.	1,245	1,921	676	.....
Men teaching in graded schools ..	130	.....	.....	.....
Women teaching in graded schools	837	.....	.....	.....
Total of teachers in graded schools	1,017	.....	.....	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	\$40 00	\$39 21	.....	\$0 79
Average monthly pay of women..	30 00	29 93	.....	07
Valuation of school-houses built during the year.	685,072	357,920	.....	327,152
Valuation of all school property..	5,415,599	5,248,889	.....	166,710
Whole expenditure for public schools.	2,819,711	3,043,595	\$223,884	.....
Amount of available school fund.	6,246,321	7,250,000	1,003,679	.....

(From reports of Hon. D. L. Kiehle, State superintendent of public instruction, for the two years indicated.)

## GENERAL CONDITION.

The reports of the superintendent being biennial, and the last one printed being for the term closing with 1883-'84, the information at hand for 1884-'85 is limited to that given by the superintendent in a special return to this Office. These figures show advancement, however, in nearly all respects, the exceptions being a small decrease in the average monthly pay of teachers, a large one in the valuation of new school-houses, and a considerable one in the estimated value of public school property.

There was an increase of more than 9,500 in the number of pupils enrolled in public schools, and one nearly twice as great in the average daily attendance, while the average school term for the State was 4 days longer, and there was an increase of 484 in the number of teachers employed.

#### ADMINISTRATION.

A superintendent of public instruction, appointed for 2 years by the governor, with the consent of the senate, has general supervision of educational affairs. He is a member, *ex officio*, of a board of regents which controls the management of the State university, and is also secretary of the board of directors of the State normal schools. For each county there is a superintendent of schools, elected by the people biennially; for common school districts, a board of 3 trustees; for independent districts, a board of 6 directors. All these district officers are elected for 3 years. Women may vote on school questions and hold school offices. Public schools are free to all resident youth, 5 to 21, and must be taught not less than 12, nor more than 44 weeks, in any year. Teachers must report, each term, to the county superintendent, and the latter annually to the State superintendent and the county auditor. The State superintendent reports biennially to the legislature. The system comprises high and State normal schools, teachers' institutes, a State university, and schools for the deaf, blind, and feeble-minded.

#### SCHOOL FINANCES.

Public schools are sustained from the proceeds of a State school fund, a county tax of 1 mill on \$1, the proceeds of liquor licenses and fines not otherwise appropriated, the sale of unclaimed estrays, and an optional district tax to provide school-houses and sites, the last not to exceed 8 mills on \$1 annually.

#### NEW LEGISLATION.

In addition to the \$3,000 previously allowed by law for the expenses of State institutes under direction of the superintendent of public instruction, \$2,000 annually is allowed since 1883. Any school that may be in session in a county at the time of such an institute for that county is to be closed for a week on the requirement of the superintendent of the county, to allow the teacher of it to attend the institute; and on presenting a certificate of such attendance the teacher is to be allowed to make up the time so lost.

Additional provision is also made for the full supply of text books to the public schools, through action of the State superintendent of public instruction and of county superintendents.

An act passed by the Twenty-fourth Legislature and approved March 5, 1885, requires all parents or guardians to see that their children attend some public or private school for at least 12 weeks in each year, 6 of them at least to be consecutive, unless such children be excused by the board of education of their district or city. The circumstances enumerated by the law as furnishing valid reason for such excuse, are: such mental or bodily condition of the child as would prevent application to study; the fact that adequate instruction is given at home; a residence distant over 2 miles from any school; or such poverty of parent or guardian as prevents him from properly clothing his child. Violation of this law is to be visited by a fine of from \$10 to \$25 for the first offense and \$25 to \$50 for the second.

Another enactment of the same session provided for the of a establishment new normal school, to be, like the others, under the supervision of the State normal school board. It was to be at Moorhead, provided that city would donate to the State a suitable tract of land, of not less than six acres, for the location and use of the school within 18 months from the passage of the act, and provided further that no money be appropriated for the use of the school till the year 1887.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Any city of 500 or more inhabitants not under special laws may be organized into independent school districts, with boards of 6 directors elected by the citizens for 3 years, with annual change of 2. A superintendent is elected by the board, of which he is a member, *ex officio*. Minneapolis and St. Paul are under special laws, each having a board of education elected by the people, that of Minneapolis having 7 members, that of St. Paul, 15. Each board is subject to partial annual change and each is authorized to employ a superintendent.



## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attend- ance.	Number of teachers.	Expenditure.
Minneapolis ....	46,887	34,450	a 14,515	b 9,663	c 278	\$338,827
St. Paul.....	41,473	.....	9,491	6,039	198	297,248

a Includes 1,470 in evening schools; b includes 512 in average attendance in evening schools; c includes 27 teachers of evening schools.

## ADDITIONAL PARTICULARS.

*Minneapolis* in 1884-'85 reported an increase of 10,950 in school population, of 3,823 in enrollment, and of 3,294 in average daily attendance, including evening schools, with 80 more teachers. For sites and buildings the expenses were \$120,646; for furniture and apparatus, \$5,552. The entire expenditure was increased by \$36,514 over that of the previous year. The schools were taught 183 days in 27 buildings with 10,254 sittings. Music, drawing, and penmanship were taught by special teachers, at a cost of \$2,200 a year for music, and \$1,300 for each of the other studies. Evening schools were maintained with an enrollment of 1,142 boys and 323 girls, under 27 teachers. Public school property was valued at \$1,032,058. Private school enrollment was 2,680.

*St. Paul* presents an increase of 1,837 in enrollment in its public schools, of 1,461 in average daily attendance, and of 37 in teachers. Special teachers were employed for music, drawing, and penmanship. The schools are graded as primary, grammar, high, and normal. Three evening schools also appear. The day schools were taught 193 days, in 25 buildings with 10,580 sittings. German is taught throughout the course, for which 6 teachers are employed exclusive of the teacher at the high school, at a cost of \$5,750 for the year. In 1884-'85 the number studying German in the public schools of the city was 1,080, an increase of 283 over the preceding year. The enrollment in the 3 evening schools was 638 boys and 130 girls, expenses for these, \$762. Public school property was valued at \$737,905. Private school enrollment, \$4,200.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## STATE REQUIREMENTS FOR CERTIFICATES.

To be employed in public schools, teachers must have certificates of qualification given after examination by the officers designated by law for this purpose. These in ordinary districts are county superintendents; in independent districts, examiners appointed by the boards of education. Certificates of county superintendents are of three grades, the first valid in the county for 2 years, the second for 1 year, and the third (valid in the district only) for 6 months.

## STATE NORMAL TRAINING.

Three State normal schools, at Winona, Mankato, and St. Cloud, give free tuition to students preparing to teach, provided they pledge themselves to teach in the public schools of the State for 2 years after graduation. Two courses are offered, an elementary one of 2 years, and an advanced one of 4. A preparatory course is also arranged for those who are not sufficiently advanced in their studies to enter the first professional year. The school at Winona also offers a professional course of a year for graduates of approved high schools and others who have completed the required academic work. A kindergarten department, organized in 1880, has proved a source of great attraction. The school at Mankato, the second established in the State, has during the 16 years of its existence given instruction to about 2,500 students and has graduated 276. During the past 5 years the annual attendance of pupils has increased from 169 to over 500, the year 1884 being decidedly the most prosperous in the history of the school.

## TEACHERS' INSTITUTES.

The school law requires the State superintendent to hold annually in the sparsely settled counties as many State teachers' institutes as he shall find practicable, each to continue in session one week at least, and in thickly settled localities to conduct normal training schools for such teachers as are unable to attend the State normal schools. Such training schools are to be free of charge for attendance, to be entirely practical, and to continue in session from four to six weeks.

The number of such institutes and training schools held during 1884-'85 has not been reported to this Office.

## EDUCATIONAL JOURNALS.

*School Education*, published monthly in Rochester, is the medium for much valuable information relating to educational interests in the State, and in 1885 was in its fourth volume.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

Power is given to the board of education of any city, town, or village of 500 or more inhabitants to establish such grades of schools as they may deem expedient.

By an act approved March 2, 1883, the High School Board is given power to act on applications of schools for State aid, and to prescribe the conditions upon which said aid shall be granted; and it is made the duty of the board to accept and aid such schools only as will, in its opinion, efficiently perform the service contemplated by law. But not more than 5 schools may be aided in each county in any one year. Any school once accepted and continuing to comply with the law, and the regulations of the board made in pursuance thereof, is to be aided not less than 3 years.

High schools are maintained in the principal cities, but only St. Paul and Minneapolis report them for 1884-'85. That at St. Paul enrolled 288 pupils, having 253 in average attendance, under 14 teachers. The full course covers 4 years, but on account of the demand for it a 2-years commercial course was arranged and placed under an experienced teacher. A well equipped gymnasium for both sexes has been provided, of which the pupils quite generally availed themselves. In the departments of science and physics practical work was done. The graduating class of 1885 numbered 16.

The Minneapolis high school occupies a building with 10 rooms for both study and recitation and 5 for recitation only, the principal having a salary of \$2,500; the assistants, from \$900 to \$1,500 a year.

The State High School Board, which had under its supervision 49 high schools in 1883, appears to have had 61 on its list in 1884, since which time no report of these schools has been received.

## OTHER SECONDARY INSTRUCTION.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Minnesota*, open free of charges for instruction and upon equal terms to all persons over 14 who have passed the required examination, comprises in its curriculum collegiate, university, and professional instruction. The collegiate includes, with some preparatory studies, those of the freshman and sophomore years of the classical, scientific, and literary courses, furnishing preparation for a college of science, literature, and the arts, a college of agriculture, of the mechanic arts, one of medicine, and other professional schools hereafter to be organized. The college of science, literature, and the arts, taking up collegiate studies at the beginning of the junior year, also provides classical, scientific, and literary courses which lead to appropriate degrees. Only about one-third of the work during the junior and senior years is prescribed; out of about 15 hours each week of recitations or lectures, at least 10 are in optional studies. Among these are comparative philology, the Scandinavian languages, psychology, natural theology, sanitary science, and some others which are elective in all the courses, though a majority of the electives in each course consists of the required studies of the other two. There is also a graduate department for the training of specialists, in which, after a year's study equivalent to the work done by the senior class, students may receive the degree of master of arts, master of science, or master of literature, according to the line of study pursued.

The other institutions of the above class are the St. John's University, Collegeville (R. C.); Hamline University, Hamline (M. E.); Augsburg Seminary, Minneapolis (Ev. Lutheran); and Carleton College, Northfield (Congregational). All these provide preparatory, classical, and scientific courses of study, St. John's adding commercial, musical, and ecclesiastical instruction, Augsburg Seminary, theological, and Carleton College, literary, English academic, and musical courses. Hamline University and Carleton College admit both sexes; the latter is also open to all irrespective of race. This college received gifts during the year amounting to more than \$67,000, all from friends in New England, of which \$25,880 was from the estate of E. Gridley, Hartford, Conn., to build a hall, the remainder for endowment.

For statistics see Table IX of the Appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.



## SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for instruction in 3 of the colleges and universities above named, young women have special provision made for their education in St. Mary's Hall, Faribault, and Bennet Seminary, Minneapolis; the former a Protestant Episcopal institution of high grade, with a 4-years collegiate course, though not authorized to confer collegiate degrees; the latter non-sectarian, with classical and scientific courses of study leading to appropriate baccalaureate degrees. A new college for young women, Albert Lea College, chartered in 1881, was to be opened September, 1885, at the town of the same name.

For statistics see Table VIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The chief provision for scientific training is made by the University of Minnesota in its colleges of agriculture and of mechanic arts. In professional courses of instruction following the preparatory training of the freshman and sophomore years, students may devote themselves to civil engineering, mechanical engineering, architecture, or to agricultural branches, the regular course in all extending over 2 years. Special courses in agriculture are also provided for the benefit of such as are not fitted to enter the regular course leading to a degree, and to these any person may be admitted who appears to be competent to receive the instruction. There is also a lecture course for the benefit of farmers whose business will not allow them to enter any of the other courses of study.

For statistics, see Table X of the Appendix, and for a summary, the report of the Commissioner preceding.

## PROFESSIONAL.

**THEOLOGY.**—The institutions for theological instruction reporting are the Ecclesiastical Seminary of St. John's University (R. C.); Seabury Divinity School, Faribault (P. E.); Augsburg Seminary Theological Course, Minneapolis (Ev. Luth.); and Red Wing Evangelical Lutheran Seminary, Red Wing. No changes are reported during the year in the courses of study, which extend over 3 years.

For statistics, see Table XI of the Appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

**MEDICINE.**—The Medical Department of the University of Minnesota and Medical Examining Board, though standing at the head of the profession in the State, gives no instruction in medicine. Its faculty of 9 professors is an examining body organized by State law, with powers and duties similar to those conferred on the Illinois State Board of Health, viz: to examine into the qualifications of those practicing medicine in the State who are not exempt by reason of length of practice, and to issue certificates entitling them to practice.

Medical training was given during the year in Minnesota College Hospital, Minneapolis, which provides the usual 3-years course of study, including two lecture terms, also a 3-years graded course which students are recommended to pursue; and requires an examination for admission of candidates not graduates of some suitable literary institution.

St. Paul Medical College, organized in 1885, is a reorganization of a school of the same name founded in 1878, but which during the past 5 years has been associated with the preceding.

For statistics, see Table XIII of the Appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND DUMB.

The *Minnesota Institution for the Education of the Deaf and Dumb*, Faribault, free to deaf-mutes of the State 10 to 25 years of age, gives instruction by what is called the combined method. The common school branches are taught and the usual industries. The school work proper is confined to the forenoon, from 8 a. m. to 12.30 p. m., pupils being divided into 8 classes averaging about 16 to a class. The 3d biennial report, for the two years closing July, 1884, shows that 35 pupils had received instruction in articulation with varying success. Only one teacher was employed for this department, making a class far too large to secure the best results. Graduates of the school were increasing in number and influence; only a few counties of the State had not been represented in it; and the average age of those admitted was less than formerly, hence more favorable for permanent impression.



## EDUCATION OF THE BLIND.

The *School for the Blind*, Faribault, free to State pupils, gives instruction during a course of 8 years in the common school studies, music, vocal and instrumental, broom work, sewing by hand and machine, knitting, and fancy work.

## TRAINING OF THE FEEBLE-MINDED.

The *Minnesota School for Idiots and Imbeciles*, Faribault, had 96 children under its care during the year, 64 boys and 32 girls. The aim is to give these children the best intellectual instruction adapted to their condition, and such training in manual work as will enable them to become useful and self-supporting. The progress made in these directions since the organization of the school in 1879 has equaled the expectations of those in charge of the work.

## TRAINING FOR NURSES.

The *Northwestern Hospital Training School for Nurses*, Minneapolis, first opened in 1883, reporting 5 pupils and 2 graduates in 1884-'85, has given instruction to 23 since organization.

## REFORMATORY AND INDUSTRIAL TRAINING.

The *Minnesota Reform School*, St. Paul, established in 1868, has had 652 boys under its training, and 90 per cent. of those discharged have become orderly and useful members of society. They are taught the common school branches, besides a number of employments. About one-half the boys are employed in the shops at carpentry, wood-turning, scroll-sawing, and tinning; the others do farming, gardening, and domestic work. School studies are made a primary object, each inmate being required to spend at least 4 hours a day in regular school duties.

The number under training during 1884-'85 was 162, of whom 19 were girls. All but 6 were white and 47 were orphans.

## EDUCATIONAL CONVENTIONS.

## STATE TEACHERS' ASSOCIATION.

The meeting for 1884 of the State Teachers' Association was postponed to allow teachers to attend the Exposition at New Orleans. This was done only after mature deliberation, and consultation with the leading town and county superintendents throughout the State, who were decidedly in favor of such postponement.

## CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[Second term, August, 1883, to August, 1885.]

## MISSISSIPPI.

## STATISTICAL SUMMARY.

	1883.	1884.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21).....	180,093	185,026	4,933	.....
Colored youth of school age (5-21)....	267,478	259,105	.....	8,373
Whole number of school age .....	447,571	444,131	.....	3,440
Whites enrolled in public schools....	125,598	129,647	4,049	.....
Colored enrolled.....	141,398	149,373	7,975	.....
Whole enrollment.....	266,996	279,020	12,024	.....
Average daily attendance, white ....	68,946	85,294	16,348	.....
Average daily attendance, colored....	85,517	99,127	13,610	.....
Whole average daily attendance ....	154,463	184,421	29,958	.....
Per cent. of school age enrolled .....	59.65	62.82	3.17	.....
Per cent. in average attendance.....	34.51	41.52	7.01	.....
Per cent. of attendance to enrollment.	57.86	66.09	8.23	.....
SCHOOLS.				
Average term of schools, in days .....	.....	.....	.....	.....
Average term in cities .....	154	180	26	.....
Average term in counties .....	77 $\frac{1}{2}$	78 $\frac{1}{2}$	1	.....
Number of colored schools taught .....	.....	2,933	.....	.....
TEACHERS.				
Number of men teaching.....	3,645	3,917	272	.....
Number of women teaching.....	2,693	2,809	191	.....
Whole number of teachers .....	66,401	6,806	405	.....
FINANCIAL STATEMENT.				
Average monthly pay of teachers ...	\$31 20	\$23 73	.....	\$2 47
Whole expenditure for public schools.	803,876	872 320	\$68,444	.....

*a* Counting each grade as a school.

*b* Includes 53 whose sex is not reported.

*c* Superintendent Smith elsewhere makes this \$27.99, which gives for 1884 an increase of 74 cents, instead of a decrease of \$2.47. (*S. W. Journal of Education*, May, 1885, p. 12.)

(The figures for 1883, above given, are from a printed report and written return of Hon. J. Argyle Smith, State superintendent of public instruction from January, 1878, to January, 1886; those for 1884, from a written return of his successor, Hon. J. R. Preston.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The above statistics show an increase during the year of 12,000 in pupils enrolled in public schools, and one of nearly 30,000 in average daily attendance. These latter figures, however, cannot be wholly relied on, since in but few counties of the State has any school census been taken since 1880. It appears that the increased enrollment in public schools was distributed between the two races somewhat in proportion to their relative number of children of school age, that of colored being nearly 8,000, that of white about 4,000, while the increase in average daily attendance was much greater in the schools for whites. The average school term for the State was a day longer in the country districts than during 1883, and in the cities was 26 days longer. More teachers were employed corresponding to the increased enrollment, and more money was expended for public school purposes. The average monthly pay of teachers, however, decreased by \$2.47—the only evidence of retrogression.

Superintendent Smith says that in nearly all the cities and larger towns the public schools are now continued from 8 to 10 months, and are generally well graded, while in the counties taxes have been more liberal and more freely paid than in preceding years, school warrants having risen generally to par, and county school-terms, once extremely brief, having been extended generally to 4 months and in some instances to 5, with prospects of still greater lengthening.

#### ADMINISTRATION.

A State superintendent of public education, elected by the people for 4 years, has general supervision of the common schools. A State board of education of 3 members, including the superintendent, is charged with the management of the school funds and with other duties, including the appointment of county superintendents, one for each county. The local interests of public schools are supervised by trustees. In country districts a board of 3, elected by the people, is provided for each school. The law requires that, before any person be appointed county superintendent, he have a certificate from a board of examiners instituted to ascertain the fitness of candidates for such office. This examination embraces, besides educational qualifications, moral character and executive ability. Two of the 3 members of this examining board must be professional educators or have had experience in teaching. One is selected by the judge of the circuit court, one by the chancellor of the district, and the other by the board of county supervisors. Separate schools for white and colored children must be maintained. The legal term is 5 months, except when this would require a tax of more than \$7.59 on each \$1,000 of taxable property; in such case, the term may be reduced to 4 months, the minimum length fixed by the State constitution. Districts that neglect to sustain schools for at least 4 months in any year forfeit their proportion of public school moneys for such year.

#### SCHOOL FINANCES.

Public schools are supported from a distributable State fund of \$200,000, township funds, and municipal and county taxes. Aid was received from the Peabody Fund during 1884-'85 amounting to \$2,250, which was expended for scholarships at the Southern Normal School, Nashville, Tennessee.

#### NEW LEGISLATION.

The Mississippi laws of 1884 impose a penalty of \$2.50 on a town clerk or clerk of a board of supervisors failing to make report of payments for teachers' services, as required by section 2173 of the revised code of 1880.

Each township trustee representing the inhabitants thereof in matters pertaining to section number 16, or other section in lieu thereof, or the money arising from any disposition of such section, is to give bonds for faithful discharge of duties and account of money received, in amount to be determined by the board of county supervisors.

An industrial institute and college for the education of white girls in arts and sciences was also provided for; such girls to have the opportunity to acquire a normal school education, with a knowledge of kindergarten instruction, of telegraphy, stenography, and photography; also of drawing, painting, designing, engraving, book-keeping, and other practical industries. For the accomplishment of this see "Scientific instruction," further on.

### CITY SCHOOL SYSTEMS OF 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

For the supervision of city schools the mayor and aldermen appoint a board of 3 trustees, whose duties are similar to those of county school trustees, the county superintendent retaining the same jurisdiction over these schools as over others in the county, and the mayor and aldermen exercising the functions otherwise belonging to county supervisors. No statistics have been received from municipal systems for the year under review.

### PREPARATION AND QUALIFICATIONS OF TEACHERS.

#### STATE REQUIREMENTS FOR CERTIFICATES.

To be employed in public schools, teachers must have certificates of qualification signed by their county superintendent, who, in conjunction with the board of supervisors, examines candidates and, if found qualified, gives them certificates of first, second, or third grade, which are valid in any part of the county for a year. The first-grade certificate is evidence of ability to teach the higher branches of English literature, natural philosophy, and elements of book-keeping, in addition to the common school studies; the second-grade includes the grammar school branches; the third, only the elementary.



## STATE NORMAL TRAINING.

The State Normal School, Holly Springs, trains colored teachers for the public schools in a course of study extending over 4 years. Tuition is free; but in return pupils are required to teach at least three years in the public schools of the State. The school is reported in a generally good condition, although the appropriations for it are too small to meet its wants. About 35 graduates have been sent out, and within the past few years nearly 600 of its students have taught in this and neighboring States.

The Normal Department of Tougaloo University, established by the A. M. Missionary Association, receives aid from the State amounting to from \$2,000 to \$3,000 annually. Two normal courses of study are provided, an elementary one of 2 years, and an advanced one of 2 more.

## OTHER NORMAL TRAINING.

Opportunities for the preparation of teachers are afforded in Kavanaugh College, Holmesville, first opened in 1834; in Iuka Normal Institute, Iuka, where a course of 1 year prepares for a diploma and the degree of bachelor of didactics; and in Jackson College, Jackson, where students are prepared for a first-grade certificate.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*University of Mississippi*, Oxford, comprehends two general departments, viz, of science, literature, and the arts, and of professional education. Under the former are included 5 distinct courses of study, of which 3 are undergraduate and lead to the degree of bachelor of arts, of science, and of philosophy. The studies for the first two are prescribed; in the other they are elective. The graduate courses are for the degrees of master of arts and doctor of philosophy, the former requiring a year for completion, the latter two years, of which at least one must be spent in the university. Both are open to graduates whether in arts or science of this university, or of other institutions of like grade. A resolution of the board of trustees, adopted in 1832, admits young women on equal terms with men to the privileges of the university, provided they are qualified to enter the freshman class. A sub-freshman, or preparatory year is open to young men.

The 2 other institutions of the above class reporting are Mississippi College, Clinton, and Rust University, Holly Springs. The former presents no regular curriculum, arranging its studies in 8 distinct schools, and measuring scholarship by attainments rather than by time spent in the college; the latter embraces classical, scientific, normal, and theological courses of study.

For statistics see Table IX of the Appendix, and for a summary see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Ten collegiate institutions exclusively for young women report for the year under review or the previous one. All are authorized to confer collegiate degrees, and a majority appear to have classical courses leading to the degree of bachelor of arts, besides including modern languages, music, and the fine arts. For statistics see Table VIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The *Agricultural and Mechanical College of Mississippi*, Oktibbeha County, gives free instruction to residents of the State. The curriculum comprises preparatory and collegiate studies, with those sciences which underlie agriculture and the mechanic arts, and leads to the degree of B. S. Class room instruction goes hand in hand with industrial training, which is given by labor on the farm, in raising and cultivating all kinds of crops, in breeding and care of cattle, dairy business, horticulture, etc. All students are expected to work, and those who are industrious can thus defray a large portion of the expenses of their education. The extreme limit of accommodation has been reached in attendance, which was larger during the year 1884-'85 than ever before. In fact it was found necessary to refuse about 100 applicants. There are about 1,750 acres of land in the farm, of which only 400 acres are good, the remainder being worn out land which, under scientific treatment, is being reclaimed.

*Alcorn Agricultural and Mechanical College*, Rodney, for colored students, also receives a share of the congressional grant for the benefit of agriculture and the mechanic arts, and provides preparatory and scientific courses of study. The report of the president for 1884-'85 shows an increase in attendance, an advance in scholarship,

and a strong desire on the part of students to become familiar with improved methods of farming.

*Mississippi Industrial Institute and College*, Columbus, first opened October 22, 1835, was established by the legislature of the State for the education of white girls in the arts and sciences. Tuition is free, each county in the State being entitled to a certain number of scholarships to be filled by county superintendents with the approval of the board of supervisors. The course of study is divided into four general departments, collegiate, normal, industrial, and one of music and fine arts. When fully organized the industrial department will embrace telegraphy, stenography, type-writing, book-keeping, drawing, designing, modeling, carving on wood, engraving, needle-work, repoussé and leather-work, photography, pharmacy, cutting and making garments, millinery, cookery, and printing.

For statistics of scientific schools see Table X of the Appendix, and for a summary see the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Students are prepared for the ministry at Jackson College, Jackson, supported by the American Baptist Home Mission Society for training ministers and teachers, and at Rust University, Holly Springs (Methodist Episcopal). For statistics see Table XI of the Appendix, and for a summary see corresponding table in the report of the Commissioner, preceding.

**LAW.**—Legal training may be obtained at the State university, where a course of instruction extending over 2 years commands a diploma which is by statute a license to practice law in any court of the State. For statistics see Table XII of the Appendix.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB.

The *Mississippi Institution for the Education of the Deaf and Dumb*, Jackson, supported by the State, is a free school for the deaf of Mississippi, boarding, tuition, books, and all incidental expenses being defrayed, and even clothing and transportation furnished to the very poor. The method of instruction is that known as the combined. Good results are reported from the instruction in articulation recently introduced, the plan used in this being Bell's system of vocal physiology. The course of study, including the common and some of the higher English branches, is divided into 6 grades. School hours are from 8 a. m. to 1 p. m., the remainder of the day being devoted to recreation, study, and work. Printing, carpentry, shoemaking, and cabinet work are taught the boys; while the girls learn sewing, cutting, and fitting.

The institution is reported to be in a flourishing condition, and the buildings in a thorough state of repair and equal to all necessities.

##### EDUCATION OF THE BLIND.

The *Mississippi Institution for the Education of the Blind*, Jackson, a free school sustained by the State, is open to blind youth 9 to 21 years of age who are not incapacitated for instruction by infirmity of mind or body. The course of instruction includes the branches of a common English education, with some of the higher studies and music. Pupils are also trained in such employments as broom and mattress-making, chair-seating, upholstery, sewing, knitting, and fancy work.

The attendance during 1884 and 1885 was about 30, the annual appropriation, \$10,000.

##### INDUSTRIAL TRAINING.

An industrial department was added to Tongaloo University during 1884-'85, embracing four of the leading mechanical pursuits of the section, viz, blacksmithing, wagon-making, carpentry, and tinsmithing. These employments were being successfully taught under the direction of skilled workmen. An increasing desire is reported on the part of the students to obtain a thorough knowledge of farming and house-keeping, or of some trade that will qualify them for self-support after they leave the institution.

#### EDUCATIONAL CONVENTIONS.

##### STATE TEACHERS' ASSOCIATION.

No information has been received in regard to the meeting of the State association for 1884.

##### CHIEF STATE SCHOOL OFFICER.

Hon. J. ARGYLE SMITH, superintendent of public instruction, Jackson.

[Second term, January 3, 1882, to January 5, 1886.]

## MISSOURI.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-20).....	734,624	761,098	26,474	.....
Colored youth of school age (6-20).....	43,954	44,215	261	.....
Whole number of school age .....	778,578	805,313	26,735	.....
White youth in public schools.....	501,321	516,469	15,148	.....
Colored youth in public schools .....	26,131	27,678	1,547	.....
Whole number enrolled.....	527,452	544,147	16,695	.....
Average daily attendance.....	393,031	371,896	.....	26,135
Per cent. of school youth enrolled.....	67.75	67.57	.....	.18
Percent. of enrolled in average attend- ance.	75.46	68.34	.....	7.12
Percent. of school youth in attendance	51.12	46.18	.....	4.94
Pupils attending private schools .....	10,528	.....	.....	.....
<b>SCHOOLS.</b>				
Schools for white youth.....	8,881	8,996	115	.....
Schools for colored youth .....	528	520	.....	8
Whole number of schools .....	9,409	9,516	107	.....
School-rooms for study.....	10,523	11,015	492	.....
Sittings in all the schools.....	574,923	582,432	7,509	.....
Average school term, in days.....	113	107	.....	6
<b>TEACHERS.</b>				
Whole number of teachers.....	13,296	12,834	.....	462
Necessary to supply the schools .....	10,523	11,015	492	.....
Surplus teachers employed.....	2,773	1,819	.....	954
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of teachers ....	\$47 75	\$49 32	\$1 57	.....
Whole expenditure for public schools..	4,288,135	4,261,572	.....	\$26,563
Estimated value of school property...	8,825,548	9,488,178	662,630	.....
Available school fund.....	10,178,806	10,475,334	296,528	.....

(From reports and returns of State superintendent of public schools, Hon. William E. Coleman, for the two years indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The statistics from this State show progress during the year in many important respects. With about 800,000 youth of school age (6-20) there was an enrollment in public schools of about 67 per cent., an increase of 26,735 in school population and of 16,695 in the number enrolled. More schools by 107 were taught, and 492 more rooms were provided. An increase in the number of teachers necessary to supply the schools and a decrease in the number actually employed have caused a better proportion between these two items, indicating that fewer changes were made in the corps of teachers during the year, while their average monthly pay increased. On the other hand, a large decrease is shown in the average daily attendance, the average school term was 6 days shorter, and the expenditure for public schools was less. In making these comparisons, however, it must be remembered that the report for 1884-'85 is for only one year, while that for 1883-'84 included 15 months, the law having been changed so as to make the school year close in June instead of in April. "It is man-



ifest," says the superintendent, "that the public school system has taken a deep hold upon the hearts of the people; and while advancement, improvement, and proficiency have characterized the efforts and results of the last decade, no single year's work has been marked by a greater degree of progress than the one under review." Among the most prominent features of the present educational status he notes the readiness with which the law is complied with in all matters pertaining to school affairs; the promptness with which the obligations of the district are met; the determination of boards to make the receipts of the year pay the year's expenses; the constant demand for more experienced teachers; the willingness with which longer terms and better salaries are voted by the people; the large number of successful county teachers' institutes held during the summer; and the general awakening to the importance of securing the greatest amount of good and substantial results as a compensation for the millions of dollars annually expended in the education of the youth of the State.

#### ADMINISTRATION.

A board of education composed of the governor, secretary of state, and attorney-general, with a superintendent of public schools elected by the people for 4 years, have general supervision of public school affairs. Each county has a school commissioner, elected by the people for 2 years; and each district a board of 3 directors, elected for 3 years, one being changed each year, also a district clerk appointed by the board.

The district clerk keeps a record of the proceedings of the board of directors, and of all school meetings held in the district, and he must report annually to the county commissioner the district school statistics, as found in the teachers' reports, which must be sent him every month and every term, on penalty of forfeiture of the last month's pay. County commissioners report annually to the State superintendent and the latter to the legislature when it is in session, otherwise to the governor. Boards of directors, among other duties, employ legally qualified teachers, visit schools, and take the school census annually. They must establish separate schools for colored children in all districts which have more than 15 such children, these schools to have the same advantages as those for white children and to be managed by the same school officers. The public schools are free to all resident youth of 6 to 20 years; non-residents who attend are credited towards their tuition with such amount of public money as may be their share in their own district. County uniformity of text books is secured by the adoption of a series by majority vote at a meeting of school officers held once in 5 years at the county seat of each county. Provision is made in the system for normal schools, teachers' institutes, a State university, and institutions for the education of the deaf and dumb and the blind. The appropriation of public funds to any private or sectarian institution is absolutely forbidden.

#### FINANCES.

The public schools are sustained from 25 per cent. of the State revenue; from the proceeds of lands granted by the United States and not otherwise appropriated, and also of any available educational funds; from the net proceeds of the State tobacco warehouse; of sales of escheats, estrays, etc.; from fines, penalties, etc., and from the sales of any public lands which may be paid over to the State, provided Congress consent to such appropriation; also from all other grants or gifts to the State not otherwise appropriated. In case such funds should be insufficient to sustain a free school at least 4 months in every year in each school district, additional funds may be raised by taxation. The rate allowed to be levied depends in counties on the value of property therein and in cities on the number of their inhabitants, that in districts being limited to a maximum of 40 cents on \$100 (unless such districts be formed of cities and towns), except that a majority of district taxpayers may by vote increase the rate to 65 cents. These rates may be further increased, when necessary, for building purposes by a two-thirds vote of the qualified voters of the county, city, or school district, as the case may be.

#### NEW LEGISLATION.

By an act of 1885, instruction in physiology and hygiene, with reference to the effects of alcoholic drinks, stimulants, and narcotics on the human system, was made lawful in the case of children whose parents desired such instruction to be given, but was not to be forced on any others. After September 1, 1886, the same act provided that no certificate should be given any person to teach in the public schools of Missouri, and no teacher be authorized to teach in such schools, without having passed a satisfactory examination on the points above indicated.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Any city, town, or village, may organize as a school district, and elect a board of 6 directors for a term of 3 years, with a president, secretary, and treasurer chosen from

their own members. This board shall establish primary schools of a grade similar to other public schools; also schools of a higher grade, where studies not provided for in the other schools may be pursued.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Number enrolled.	Average attendance.	Number of teachers.	Expendi- tures.
Hannibal .....	11, 074	4, 347	2, 296	1, 473	34	\$23, 694
Kansas City .....	55, 785	25, 435	10, 549	6, 738	147	222, 835
St. Joseph .....	32, 431	13, 007	4, 551	2, 993	78	71, 148
St. Louis .....	350, 513	108, 454	53, 991	37, 033	1, 086	942, 117
Sedalia .....	9, 561	2, 918	2, 882	1, 888	44	28, 342

a From State report.

## ADDITIONAL PARTICULARS.

*Hannibal* presents an increase of 232 in school youth, of 136 in enrollment, of 29 in average attendance, and an expenditure of \$1,155 more for public schools than in 1883-'84. In its 7 school buildings were 1,600 sittings. The primary schools were accommodated in 17 rooms, the grammar schools in 12, and the high school in 3; all taught by 3 men and 31 women teachers. Thirty-four per cent. of children of school age were in average daily attendance. Of the 2,296 enrolled only 100 were over 16, the remainder, 2,196, being between 6 and 16. Private schools enrolled 250. Public schools were in session 173 days. School property was valued at \$58,700.

*Kansas City* reports an increase in school youth of 2,865, of 826 in enrollment, of 496 in daily attendance, and of 10 in teachers. To accommodate this large increase, the city issued bonds to the amount of \$60,000, which, being at a premium, sold for \$62,850, thus enabling it to erect 2 new school buildings, together containing 14 rooms, and add 11 rooms to other buildings, making a total of 174 rooms in the district. The public schools enrolled none under 6 years of age, and only 225 over 16, leaving 10,324 between the ages of 6 and 16. Forty-one per cent. of the school youth were enrolled. Schools were taught 180 days, by 19 men and 128 women. School property was valued at \$546,510.

*St. Joseph*, while gaining 669 in school youth, lost 111 in enrollment, 230 in average daily attendance, and expended \$16,483 less for public schools than in 1883-'84. This unusual falling off was occasioned by a deficiency in school funds, and an outbreak of small-pox, causing great irregularity of attendance, and making the year one of the most discouraging in the history of the public schools. There were 19 school buildings, with 2,365 sittings for primary, 1,450 for grammar, and 240 for high school grades, the entire school property being valued at \$196,375. The average daily attendance was 23 per cent. of children of school age. Of school youth over 16 years of age, only 105 were enrolled in the public schools. Private schools enrolled 700. Public schools were in session 193 days, under 11 men and 67 women teachers. Music and drawing were taught by special teachers. Including the 700 in private schools, the enrollment in all schools was a little over 40 per cent. of school youth, one-third of whom may be counted off as beyond ordinary school life, and usefully employed.

*St. Louis* reported 66 schools for white youth and 14 for colored, occupying 836 rooms, with a seating capacity of 47,810. The cost of erecting new buildings during the year was \$59,926, for apparatus \$94,644, and for rent and repairs \$54,621, while for libraries the city expended \$14,000. Public school property had advanced in value, since 1882-'83, from \$836,120 to \$3,109,329. The receipts for public schools from all sources aggregated \$1,066,524.

*Sedalia* enrolled in its public schools 74 per cent. of its school youth, 300 in private schools advancing the attendance for the year to 80 per cent. This school record is high. As to tests of school work, a little over 48 per cent. of children of school age were in daily attendance in the public schools. The 9 school buildings, with 2,340 sittings, afforded abundant room for the attendance. Four men and 40 women taught the schools for an average term of 179 days. School property was rated at \$110,000.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## STATE REQUIREMENTS FOR CERTIFICATES.

Teachers of public schools must hold certificates of qualification from their county commissioner or from the State superintendent. County certificates are given after an examination which must show the holders to be capable of teaching the ordinary



common school branches. This examination is usually made by the county commissioner, although the State superintendent is also authorized to examine candidates. Certificates are in force only in the county for which they are granted, and are valid from one to two years, according to the character of the examination sustained, but for not more than one year unless the person be qualified to teach the elements of the natural sciences and physiology.

#### STATE NORMAL TRAINING.

The State is divided into 3 normal school districts, each under the management of a board of 7 regents appointed by the governor, the State superintendent being, *ex officio*, a member of each board. Under this system 3 schools are in operation, designated respectively first, second, and third district normal schools. All have a uniform course of study, arranged with special reference to fitting teachers for the common and high schools. The full 4-years course leads to a diploma and the degree of bachelor of scientific didactics. Students who complete the elementary course requiring 2 years, receive a certificate which entitles them to teach 2 years without further examination.

The State provides normal training in two other institutions, the University at Columbia, and Lincoln Institute, Jefferson City. The normal department of the university graduates students in two distinct normal courses, one academic, the other elementary. The work of the academic, including that of one of the collegiate courses, supplemented by 2 semesters of professional instruction, leads to the degree of bachelor of pedagogics, and prepares for positions in the secondary or higher schools of the State or to superintend the work of others. The elementary course, extending over 2 years, is arranged to meet the requirements of the school law in the preparation of teachers for district schools. Lincoln Institute, for the normal training of colored students, originated in 1866 in a fund given by two regiments of colored troops, was a few years after transferred to the State, from which it has since received annual appropriations. Tuition is free. Both preparatory and normal departments are provided, the latter requiring 4 years for completion, the former 1 to 5 years, according to preparation.

#### OTHER NORMAL TRAINING.

The *St. Louis Normal School*, maintained by the city as a part of the school system, is intended for the preparation of young women to teach in the public schools. High school graduates complete the course in 1½ years; others require 2½.

Preparation for teaching is also offered in 3-years courses at the Southwest Baptist College, Bolivar; Lewis College, Glasgow; La Grange College, La Grange; William Jewell College, Liberty; in 2-years courses at Stewartsville and Central Wesleyan Colleges (Stewartsville and Warrenton); and in a full 5-years course at Sedalia University, Sedalia.

#### MISSOURI TEACHERS' READING CIRCLE.

A State teachers' reading circle, intended to promote the improvement of its members in literary, scientific, and professional knowledge, and to inculcate habits of self-culture, was organized during the summer of 1855. This action was taken in response to a call issued in May, 1855, by the *Missouri School Journal*, suggesting the election of officers by postal card vote. The board thus elected held its first meeting during the session of the State Teachers' Association, June 25th, when a definite plan of organization was adopted and a course of reading arranged for the first year.

#### SCHOOL OF SCIENCE AND PEDAGOGY.

A school of science and pedagogy was organized at Sweet Springs immediately following the meeting of the State Association for 1855, and in pursuance of a resolution adopted at the preceding annual meeting of that association. The school commenced June 29th and continued in session three weeks. Only 30 regular members were enrolled, but these were of the best quality, representing city superintendents, town principals, presidents of private schools, and members and professors of the university and the normal schools. The subjects included in the daily programme were mental science, pedagogics, English language, chemistry, geology, astronomy, and elocution. The success attending the school was such as to justify its continuance, and arrangements were made for another session in 1856, immediately after the meeting of the State Association.

#### TEACHERS' INSTITUTES.

Normal institutes, according to law, are to be held in all counties which vote to employ the whole time of the county commissioner, and it is made the duty of teachers to become members of such institutes and attend them, as far as possible. Notwithstanding the largely voluntary character of this work, institutes were held in a majority of the counties during the summer of 1855, the sessions lasting from two to four weeks. These institutes were vigorously encouraged, cheerfully patronized, and



liberally supported by the best and most progressive teachers of the counties. In some counties, as a first effort, the institute was held for only a few days, in the hope of doing better in the future; and in a few such cases arrangements were made for a longer term with a good conductor for the following year.

Many of the leading educators of the State have made the conducting of institutes a study, and every year the signs of improvement multiply. Among these are noted a better attendance by the teachers, a presence of school boards, a prominence given to methods of primary instruction, a support and encouragement of the institutes by the public, and a noticeable improvement of teachers wherever institutes have been held. In the summer of 1885 such institutes were held in 55 counties. Some held 2, Nodaway 6, Pettis 11. The aggregate number of days of these institutes was 636. Total number of teachers attending, 3,235.

#### EDUCATIONAL JOURNALS.

The *American Journal of Education*, St. Louis, the oldest educational paper in the State, was in its 18th volume in 1885, and was still full of life, strongly urging the fostering of the public schools, and national aid to education.

The *Missouri School Journal*, Jefferson City, was in its second volume in 1884-'85, is well edited, and presents in its monthly issues during the school year the reports of graded schools made by school officers.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

High schools are maintained in all the principal cities of the State; but only Hannibal, Kansas City, St. Joseph, and Sedalia report them for 1884-'85.

Hannibal High School enrolled 160 pupils, had an average attendance of 126, and graduated 8. The course includes the regular high school studies, special attention being paid to reading. By a series of entertainments, the pupils secured 100 books to carry out a special reading course. In a new building which was about ready for occupancy, it was proposed to arrange the schools in separate departments.

Kansas City has 2 high schools. The Central offers academic and classical courses of 4 years each. A business course was in contemplation. Sixteen students were graduated in 1885. Lincoln High School for colored pupils graduated its first class of 4 in the same year.

St. Joseph High School has a well organized course of 3 years, following a preparatory year. Throughout the course music and Latin are required, and drawing is optional. German is optional in the preparatory, junior, and middle years. In the middle and senior years French is optional, and Greek may be substituted for science. Twenty students were graduated in 1885, one less than in the preceding year.

Sedalia High School occupied 3 rooms, but no further information has been received.

#### OTHER SECONDARY SCHOOLS.

Statistics of business colleges, private academies, independent preparatory schools, and preparatory departments of colleges and scientific schools may be found, as far as reported to this Bureau, in Tables IV, VI, VII, IX, and X of the Appendix to this Report; summaries of them, in corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*University of Missouri*, Columbia.—Tuition, except in the professional departments, is substantially free; and, since the enlargement of the university building, for which provision was made by the legislature in 1883, the institution affords facilities for the instruction of over 1,000 youth. The curriculum comprises 20 schools, of which 11 are academic and 9 professional; the academic schools form 4 regular courses of study, which lead to the degrees of bachelor of arts, of science, of literature, and of domestic arts. All are open to girls, but the last named is intended especially for them, comprising instruction in some branches which are considered peculiarly useful to young women. The professional schools of the university, including those of law, medicine, agriculture, engineering, etc., will be more particularly noted under the appropriate heads.

Of 20 other colleges and universities in the State, 17 report statistics for 1884 or 1885. All but 6 are open to both sexes. All present classical courses of study, which, except in one institution, extend over 4 years. A large majority also offer courses leading to the degree of Sci. B.; those which do not, usually offer a choice between the classical and a literary or philosophical course. Ten add instruction in music, 4 in business, 5 in the fine arts, and 7, as already noted, provide facilities for the training of teachers. Five have departments of theology, and one a department of law.

Gifts or bequests were received during 1884-'85 by 9 of these colleges, amounting, in the aggregate, to over \$83,000 in money. The largest sum given was \$55,000 to William Jewell College, Liberty, raised by subscription for purposes of endowment. Washington University, St. Louis, received a gift of real estate from Mr. Henry Shaw, of St. Louis, of which the income, amounting to \$5,400 annually, is to be devoted to the foundation of a chair of botany. For further statistics see Table IX of the Appendix, and for a summary see the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for higher instruction afforded young women in the 15 colleges and universities noted above, there are 13 or more colleges and seminaries for them exclusively. Of these at least 10 are authorized to confer collegiate degrees, 2 do not claim that privilege, and 1 of the 13 does not report on this point. The Academy of the Visitation, St. Louis, not included in the above number, appears still to be in existence, although no catalogue or other report has been received from it for several years. All the above institutions have at least a 4-years course of collegiate study, nearly all including in it German, French, and music, and one of them adding Italian, Spanish, and Anglo-Saxon. For statistics, see Table VIII of the Appendix, and for a summary, see the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Besides the courses in general science comprised, as already noted, in the undergraduate departments of a number of colleges and universities, more extended and technical training in scientific branches is given in departments of the State university, and in Washington University, St. Louis.

The *Missouri Agricultural and Mechanical College*, a department of the State university, while maintaining both professional and academic instruction, has for its main object the education of the farmer in a special rather than a general course. The professional course, extending over 2 years, may be taken before the academic or after, at the option of the student, or either may be pursued without the other. By this plan, students desiring a training in agriculture need not be delayed by years of elementary preparation, but may, after the completion of their professional work, add a more extended academic training should they so desire. Both the science and art of agriculture are taught, the former by lectures, supplemented by text books, the latter by actual field work. Among new improvements is an excellent workshop, with power.

The *School of Mines and Metallurgy*, another department of the State university, located at Rolla, provides 2 courses of study leading to the degrees of mining and civil engineer, and each requiring 3 years for completion. A preparatory course of 2 years is provided for those not fitted to enter on these studies. The design of the school is, in connection with the Agricultural College, to carry out to its amplest extent the intention of the act of Congress to provide for education in the industrial arts. This has been kept prominently in view in arranging the curriculum, in the selection of apparatus, equipment, and faculty. It is a school of technology, with civil and mining engineering and metallurgy as specialties.

The State university *School of Engineering*, comprising courses in civil, topographical, and military engineering, is designed to furnish a thorough knowledge, theoretical and practical, of those sciences and arts which are playing the most important part in the development of the resources of the country.

The *School of Military Science and Tactics* of the university gives instruction in all the branches usually comprised in such courses of study, students going to the school of engineering for training in the military branch of that science.

*Washington University*, St. Louis, provides a polytechnic school which prepares students for professional work, either as engineers, chemists, or architects. Five courses are offered, viz, in chemistry, mining and metallurgy, building and architecture, civil engineering, and dynamic engineering. The studies during the first two years are the same in all, diverging more or less during the junior and senior years.

The *Manual Training School* of Washington University gives a 3 years course of training in pure mathematics, science and applied mathematics, language and literature (Latin and French being electives), penmanship, free-hand and mechanical drawing, and tool instruction, including carpentry, wood turning, molding, brazing, soldering, forging, and bench and machine work in metals. A large portion of the pupils' time is occupied in shop work, each having during the school day 2 hours of shop practice and 1 of drawing.

For statistics of scientific schools see Table X of the Appendix, and for a summary, the report of the Commissioner preceding.



## PROFESSIONAL.

**THEOLOGY.**—Five theological schools or departments are reported, viz, Theological Department of St. Vincent's College, Cape Girardeau; Jeremiah Vardeman School of Theology (of William Jewell College); Concordia College Seminary, St. Louis; Evangelical Theological Seminary, Normandy; and the Theological Department of Central Wesleyan College, Warrenton. The first and the last named report courses of study of 4 years. In the theological school of William Jewell College, which is one of 8 constituting the college curriculum, the classes are so arranged that the theological student may carry on both theological and literary studies together, and may graduate in the one class or the other first, as he chooses. Tuition is free to ministerial students. Concordia College, which reports a 3-years course, is supported by the German Evangelical Lutheran Synod, and also gives tuition free. An examination for admission is required of applicants not college graduates in all the above schools, except perhaps the first named, which is silent on this point.

For statistics of theological schools see Table XI of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

**LAW.**—Instruction in law is given in departments of the University of Missouri, and in Washington University, the full course of study in each for the degree extending over 2 years of about 7 months each, an examination being required at the end of the junior year, as well as the senior. The school at Washington University, still graduating students after satisfactory completion of the 2-years course, has made arrangements for a third year, which, for the present, is optional, but which it is hoped will be added in a few years to the required course. It is believed that an elevation of the standard of legal instruction is required, and that 3 years is a short enough term for such thorough and comprehensive study as should be required of every one admitted to the bar. Missouri University law school provides a shorter elective course for students not candidates for a degree. A knowledge of book-keeping is considered so essential to a lawyer that the study of it, either at the school or elsewhere, is insisted on before graduation.

For statistics see Table XII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

**MEDICINE.**—The State Board of Health of Missouri, reorganized July 2, 1885, is founded on the same plan and adopts the same standard in its recognition of medical colleges as does the Illinois State Board. Since its reorganization, the Missouri State Board has adopted the policy of issuing certificates only to graduates, believing that the State law allowing them to be given to non-graduates on examination is no longer beneficial and should be repealed.

Medical training was given during the year in 11 schools, viz: Missouri Medical College, St. Louis; St. Louis Medical College; Medical School of the University of the State of Missouri, Columbia; Kansas City Medical College; St. Louis College of Physicians and Surgeons; Northwestern Medical College of St. Joseph; Medical Department of the University of Kansas City; St. Joseph Medical College; and Kansas City Hospital College of Medicine, all "regular" schools, and the Homeopathic Medical College of Missouri, St. Louis, and the American Medical College (eclectic), also there. All the above require of applicants for admission evidence of such education as fits them to pursue the study of medicine, all but two including specifically an acquaintance with elementary physics. Three-years graded courses are provided and recommended by Missouri Medical College, Kansas City Medical College, St. Louis College of Physicians and Surgeons, Medical Department of the University of Kansas City, and St. Joseph Medical College, while at St. Louis Medical College a 3-years course is required. Kansas City Hospital College of Medicine, in addition to its regular course of study, provides a professorship of homeopathy, in which special effort is made to teach the *materia medica* and its application as thoroughly as may be done in any homeopathic institution. Eclectic medicine will also be taught here by a competent professor.

The above 11 schools enrolled during the year 629 students and graduated 195. Of these matriculates 573 were "regular," 32 were homeopathic, and 24 eclectic. For full statistics see Table XIII of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

## TRAINING IN ART.

At the State university, Columbia, a school of art covering 3 years has been for some time in operation under a skilled professor. He holds that every student qualified to enter on the university course will make progress in the study of form and art fully commensurate with the efforts to that end which he puts forth, the most faithful student in this, as in any branch of study, always achieving the best results. The university catalogue shows 177 pupils in the art and drawing classes.



At the Washington University School of Fine Arts, St. Louis, instruction is given in drawing, modeling, painting, artistic anatomy, perspective, composition, architectural and mechanical drawing. The teachers in this school, which has now 7 fine studios, are said to have received their training in the art schools of Europe under some of the most celebrated masters, and the means of instruction appear to be ample. Students of 1884-'85, 257.

In Lewis College, Glasgow, Pritchett School Institute, at the same place, and La Grange College, La Grange, some instruction in art studies also appears.

#### TRAINING IN MUSIC.

At the Southwest Baptist College, Bolivar; Christian University, Canton; Lewis College and Pritchett School Institute, Glasgow; La Grange College, La Grange; Morrisville College, Morrisville; Sedalia University, Sedalia; Drury College, Springfield; Stewartville College, Stewartville; and Central College, Warrenton; as well as at most, if not all, of 16 or 17 institutions for young women that claim collegiate rank, instruction in music is either offered or forms a part of the course. Most prominent among these last is the Mary Institute, St. Louis, a department of Washington University, under the excellent management of which a high order of musical, as of literary training is made accessible.

#### EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton, giving instruction in the ordinary public school studies and in printing, cabinet-making, shoemaking, gardening, and sewing, had 248 under training during 1884-'85, of whom 99 were girls. Since its organization, in 1851, the institution has given instruction to 873 pupils. Five of its graduates have become teachers in similar institutions.

The new building, completed during the period covered by the biennial report for 1883 and 1884, at a cost of over \$36,000, is well adapted to its purpose, and large enough to accommodate all who are likely to apply for admission for several years to come.

The St. Louis Day School for Deaf-Mutes, sustained by the city board of public schools, had 40 pupils under instruction, 26 boys and 14 girls, and since its organization, in 1878, has enrolled 76.

St. Joseph's Deaf-Mute Institute, Hannibal, under the care of the Roman Catholic Church, reports 22 pupils, 8 boys and 14 girls, under instruction during the year.

#### EDUCATION OF THE BLIND.

The *Missouri School for the Blind*, St. Louis, sends no report for the year 1884-'85; the last statistics received are given in the Appendix, Table XIX.

#### TRAINING SCHOOL FOR NURSES.

A training school for nurses was opened in St. Louis in April, 1884, and in July, 1885, reported 13 under instruction. Liberal aid in its establishment was received from the Western Sanitary Commission, Dr. W. G. Eliot, and Mr. J. E. Yeatman.

### EDUCATIONAL CONVENTIONS.

#### STATE TEACHERS' ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association was held June 23d to 25th, at Sweet Springs, where it had met for 4 years previously, and where it is to assemble again in June, 1886. The State superintendent, without giving an account of the proceedings of the convention, says that at these meetings the discussions elicit much thought and furnish valuable information, every phase of educational work being duly considered and impartially discussed.

From another source the information is obtained that better school-houses for the country and smaller towns were called for, and better furniture in whatever school-houses were provided for them; that the question of a teacher's right to set an example of smoking, chewing, and drinking was discussed and strongly denied; that "science in the public schools" was warmly advocated as making life more perfect by bringing it into closer approximation to the beauties and benefits of the material world; and that the cultivation of the habit of reading books and newspapers was recommended; one speaker thought novel reading more improving than classic study, and another made a study of the classics the best means of cultivating memory, judgment, reason, and imagination all at once.

The Convention of Colored Teachers, organized at Jefferson City in 1883, held its second annual session at Sedalia during the holidays of 1884, remaining in session 3 days. The attendance was large, about 50 teachers being present. The most interesting discussion was on the need of appropriations from the General Government in aid of education, and a resolution was passed requesting Congressmen to support the Blair educational bill. Other subjects considered were "Compulsory education," "Superstition," and "Our boys and girls."

## ST. LOUIS SOCIETY OF PEDAGOGY.

The regular meetings of this association, which aims at improvement in the methods and style of teaching, especially in the public schools, are reported to have been held regularly during the school year 1884-'85, with an encouraging attendance of a large number of earnest people. Six able papers are said to have been presented, of which 2 were printed and given a considerable circulation, while the constitution and by-laws were revised with a view to better definition of the aims of the association, and to such an increase of dues as to meet the expenses of correspondence and publication of reports and papers. The report of a committee of the association on an improved method of teaching arithmetic is said to have borne rich fruit in a number of schools, while certificates of successful work, given to pupils passing the examination for admission to the high school, have helped to secure more effective efforts to pass these examinations creditably. Under direction of the president the corresponding secretary wrote, during the year, to the superintendents of city schools with over 30,000 inhabitants, presenting the aims of the society and asking for educational documents of interest. In response to these requests 167 reports and circulars of information were received, many of them from the United States Bureau of Education, Washington, all which were filed in the public library, to be catalogued and bound for the use of the public as well as the members of the society.

## CHIEF STATE SCHOOL OFFICER.

HON. W. E. COLEMAN, *State superintendent of public schools, Jefferson City.*

[Term, January 8, 1883, to January, 1887.]

## NEBRASKA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21) .....	209,436	233,238	23,802	.....
Enrolled in public schools.....	137,618	161,918	24,300	.....
Average daily attendance .....	81,430	117,945	36,515	.....
Per cent. of school youth enrolled ..	65.70	69.42	3.72	.....
Per cent. of same in daily attendance ..	38.88	50.57	11.69	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts.....	3,834	4,266	432	.....
Districts with six months' school.....	2,563	3,110	547	.....
Districts having no schools .....	221	188	.....	33
Districts having graded schools.....	128	168	40	.....
Average term of schools in days .....	120	120	.....	.....
Public school-houses .....	3,353	3,757	404	.....
School-houses built during the year..	309	414	105	.....
School-houses without blackboards ..	146	173	27	.....
TEACHERS.				
Men teaching in public schools .....	1,906	2,369	463	.....
Women teaching in public schools ..	4,144	5,323	1,179	.....
Whole number of teachers.....	6,050	7,692	1,642	.....
Teachers attending institutes.....	3,716	.....	.....	.....
FINANCIAL STATEMENT.				
Average monthly pay of men.....	\$40 81	\$43 00	\$2 19	.....
Average monthly pay of women .....	34 32	36 40	2 08	.....
Whole expenditure for public schools.	1,842,630	2,918,157	1,075,527	.....
Value of public school property .....	2,756,387	3,427,404	641,017	.....
Available school fund .....	3,974,216	4,322,637	348,421	.....

(From report of Hon. W. W. Jones, State superintendent of public instruction, for the school year 1883-'84, and written return from him for 1884-'85.)

## STATE SCHOOL SYSTEM.

## ADMINISTRATION.

A State superintendent of public instruction, elected biennially by the people, has general charge of the public schools, while a board of 6 regents of the State university and a normal school board have control of the interests indicated by their titles.

Local school officers are county superintendents of public schools, elected by the people for 2 years, and district boards of 3 trustees elected for 3-years terms. Districts having more than 150 youth of school age (5-21), if a majority of the voters so decide, may elect boards of 6 trustees for graded and high school instruction. Women 21 years of age resident in the district and owning property or having children to educate, may vote in district meetings. The public schools are free to all youth of 5 to 21 years of age, and they must be taught 9 months of each year in districts having more than 100 pupils, 6 months in those having 35 to 100, and 3 months in those with less than 35. The State funds are apportioned by the State superintendent to the counties in proportion to school population, and by county superintendents to districts, one-fourth equally to the districts, and three-fourths in proportion to the school population therein. Each district director reports annually to the county superintendent, the latter to the State superintendent, and he to the governor. The system of education includes pub-



lic high schools, teachers' institutes, a State normal school, a State university, and a reformatory for children. Instruction in all schools aided or supported by public funds must be non-sectarian.

#### SCHOOL FINANCES.

There is a board composed of various State officers for the management of school lands and funds. The means for the support of the public schools are derived from the income of certain common school funds, comprising such percentage as has been or may be granted by Congress on the sale of lands in the State; moneys arising from the sale or lease of school lands; the proceeds of all lands granted to the State, unless for other purposes distinctly stated; and the proceeds of escheats, fines, and forfeitures. In addition to the income of these funds, a State school tax must be levied of not more than  $1\frac{1}{2}$  mills on \$1 of taxable property, and district taxes not to exceed 2.5 mills on \$1.

#### NEW LEGISLATION.

According to an amendment to the school law made in 1885 the officers elected at the annual school meeting were not to take possession till the second Monday in July, to which time the opening of the school year was changed. Two members were made a quorum for the transaction of business, and meetings held on the call of 2 members were made lawful, if all members should have notice of the time and place of meeting. Approval of a teacher's diploma from the normal school of another State was ordered not to be given till the holder should present proof of successful teaching for a year in Nebraska, accompanied with a first-grade county certificate from a Nebraska county superintendent. Provision was also made for instructing the pupils in all schools under State control, or supported by public money, in physiology and hygiene, with reference to the effects of stimulants and narcotics on the human system, and it was ordered that after the first of January, 1886, no certificate should be given to any teacher that had not passed a satisfactory examination on this point.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

Public schools in incorporated cities with more than 1,500 inhabitants are under the direction of boards of education of 6 or 9 members, according to population, elected on a general ticket for a term of 2 years, one-third of them liable to annual change. These boards elect annually a superintendent of public instruction, who becomes the principal teacher.

##### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attend- ance.	Number of teachers.	Expendi- ture.
Lincoln <i>a</i> .....	13, 003	3, 869	2, 507	1, 587	38	.....
Omaha.....	530, 518	11, 202	6, 273	4, 329	120	\$216, 745

*a* Statistics for 1883-'84.

*b* Census of 1885, 61,835.

##### ADDITIONAL PARTICULARS.

*Omaha* reports an increase of 835 in school population, of 137 in enrollment, and of 443 in average daily attendance, with 15 more teachers. Two special teachers were employed, one for music, and one for drawing and penmanship. Private schools enrolled 1,800 pupils, leaving 3,129 youth between the ages of 5 and 20 years not under school instruction. Schools were taught 198 days, in 14 buildings, containing 5,634 sittings for study, the seating capacity being less than public school enrollment by 639, but more than the average attendance. Evening schools were taught in 3 rooms with 150 sittings for study, and had an enrollment of 120 boys and 25 girls, under 3 teachers. Average attendance, 60 boys and 15 girls. Public school property was valued at \$527,000. The receipts for maintaining public schools were \$248,165, which exceeded the expenditures by \$31,420.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL STATE REQUIREMENTS.

Persons wishing to teach in the public schools must hold certificates, based on examination, either from the State superintendent of public instruction, the superintendent of the county in which it is proposed to teach, the State normal school, or

from a city board of examiners. A diploma from the State normal school, or from a like normal school of another State, has the force of a high-grade certificate; the latter, however, must be approved by the State superintendent after a year of successful teaching in the State. Teachers giving evidence of high character and scholarship, or of graduation from a college or university in good standing, and of successful teaching for at least 3 years in a high school of the State, are entitled to a professional State certificate, which authorizes them to teach in any public school in the State without further examination, except in physiology and hygiene.

#### STATE NORMAL TRAINING.

The *State Normal School*, Peru, offers a 2-years course of elementary studies and an advanced one of 3 years. The former is designed to prepare teachers for ungraded and lower grade schools. The higher course qualifies students for any educational position in which they may be placed. Second-grade State certificates are conferred upon graduates from the former course, and first-grade State certificates upon those from the latter, valid in any part of the State for 3 years. A diploma, good for life, is offered graduates of the higher course, who, after graduation, shall teach two annual terms of school of not less than 6 months each, and shall present evidence of good morals, with satisfactory discharge of duties, from the directors of the district or districts taught in, the county superintendent countersigning the diploma. Three years of successful teaching previous to graduation in the normal higher course also brings a life diploma to a graduate.

#### OTHER NORMAL TRAINING.

*Doane College* presents a 3-years course of normal instruction in common English and advanced studies, with book-keeping, free-hand drawing, international law, and normal reviews. Special attention is given to methods of teaching and to school organization and discipline. Opportunity is given to students for practice teaching in the presence of critic teachers.

*Nebraska Wesleyan University*, in a 3-years teachers' course, includes all the branches required by the school law of the State for a first-grade certificate. The *Methodist Episcopal College*, of Nebraska, also offers a 3-years normal course, embracing the higher English branches, with calisthenics, botany, solid geometry, physics, and science of government.

The *Bloomington Normal and High School*, Bloomington, in its 1-year course prepares students for first, second, or third grade certificates, and the full scientific course of 3 years presented by the school fits them for State diplomas.

The *Santee Normal Training School*, Santee Agency, in charge of the American Missionary Association, offers primary, intermediate, and advanced studies, and industrial work. The special object of the school is to train Indian teachers for work among their own people.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

Any district containing more than 150 children of 5 to 21 years of age may elect a district school board consisting of 6 trustees. These trustees may classify and grade the scholars in their district, and cause them to be taught in such schools and departments as they deem expedient; may establish in such district a high school, when ordered by a vote of the district at any annual meeting; and may determine the qualifications for admission to such school or schools, employ the necessary teachers, and prescribe the courses of study and the text books to be used.

The reports of this State being biennial, and 1884-'85 being the off year, no definite and satisfactory information in regard to high schools is at hand, although 37 were reported in 1883-'84.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Nebraska*, Lincoln, comprises 3 departments, viz: a college of literature, science, and the arts, an industrial college, and a college of medicine. A school of art and music, pending the opening of a college of fine arts, furnishes opportunity for vocal and instrumental training, also for instruction in drawing, painting, and the history of art. The studies in the college of literature, science, and the arts include classical, scientific, and literary courses, each covering 4 years; ample opportunities are offered for graduate study, the branches embraced in this department including, among others, political science, Sanskrit, comparative philology, Old French Gothic, Old Norse, Modern Scandinavian, Teutonic, and Romance literatures, Anglo-Saxon, Early English, and the various departments of history.



The other collegiate institutions in the State are Doane College, Crete; Nebraska Wesleyan University, Fullerton; Creighton College, Omaha; Nebraska College, Nebraska City; and the Methodist Episcopal College of Nebraska, York—all of very fair standing. The last-named institution was organized as a college in 1883, under the auspices of the Methodist Episcopal Church, and in 1884-'85 had 306 students in all its departments, under 19 instructors. Its departments include literary, art, music, normal, business, medical, and theological instruction. The college offers classical, scientific, and philosophical courses of 4 years each, literary and normal courses of 3 years each, and an English preparatory course of 1 year. All the institutions above named, when last reporting, included preparatory training, classical courses of 4 years, and scientific departments, Doane adding a department of music, and one of drawing and painting; Nebraska Wesleyan, commercial, music, and art departments; and Creighton, a special night course for young men who are employed through the day, and wish to acquire a thorough knowledge of physics and chemistry in their applications to the various arts.

Nebraska College and Nebraska Wesleyan University send no report for 1884-'85.

For statistics of colleges see Table IX of the Appendix, and for a summary see a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

All of the above institutions, except Creighton, admit young women upon equal terms with young men. For statistics of colleges for young women only, see Table VIII of the Appendix.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

**SCIENTIFIC.**—The *University of Nebraska* in its Industrial College provides scientific instruction in agricultural chemistry, horticulture, entomology, farming, and veterinary science. Chemistry, physics, geology, zoology, and botany, are also found in the general scientific course. A civil engineering course agrees with the scientific till the end of the freshman year, the subsequent years being given to mathematical and technical study. Scientific courses are also found in Nebraska Wesleyan University, and Doane, Creighton, and Methodist Episcopal Colleges. The chancellor of the State university calls the attention of the legislature to the matter of a State geological survey, and recommends that the necessary facilities be provided for instruction in mechanical engineering in the industrial college.

**THEOLOGICAL** instruction is reported in the Nebraska Divinity School (Protestant Episcopal), Nebraska City; German Theological Seminary (Cong.) Crete; and in the Methodist Episcopal College of Nebraska, York. No report for 1884-'85 has been received from the Baptist Seminary, Gibbon. The German Seminary offers a 4-years course, with 2 years for preparatory study. Greek and Latin enter into the course, as well as chemistry, mental science, and music. By agreement between the Garrett Biblical Institute, Evanston, Ill., and the trustees of the Nebraska Methodist Episcopal College, the former has become the theological department of this college. Graduates who show, by properly applied tests, thorough intellectual work and proficiency in ministerial studies may receive the degree of B. V.

**LAW.**—There appear to be no schools of law in this State. The law department of Nebraska Wesleyan University, formerly reporting, has been discontinued.

**MEDICAL** instruction is given in Omaha Medical College, and in the College of Medicine of the State university. The former, organized in 1881, is an outgrowth of a preparatory school established in 1880. A 3-years graded course is recommended, but not required. For admission to either school, candidates must pass a satisfactory examination; and for graduation, they must be at least 21 years of age, of good moral character, must have attended 2 full courses of lectures, and have had 3 years of study, including practical chemistry and anatomy; they must also have faithfully attended all the lectures, and passed a satisfactory final examination in all the branches taught.

#### SPECIAL INSTRUCTION.

##### TRAINING IN ART.

A school of fine arts at the State university presents a course of instruction in art, history, painting, and drawing, the course covering a school year and dealing with art development from the earliest times to the 19th century, illustrations being given by photographs, engravings, casts, etc. Doane College, Nebraska Wesleyan University, and the Methodist Episcopal College of Nebraska, all show considerable instruction in painting, drawing, and other forms of art.

##### TRAINING IN MUSIC.

Piano and voice culture, with harmony and composition, organ, and choral singing, appear also in the courses of the State university. Doane College, with 2 in-



structors in music, had 40 pupils in it in 1884-'85; Methodist Episcopal College 3 instructors in a 6-grade course, including harmony, solo, chorus, organ, piano, and violin, which seems to be especially thorough.

#### EDUCATION OF THE DEAF AND DUMB.

The *Nebraska State Institute for the Deaf and Dumb*, Omaha, offers free educational and industrial training to all deaf-mute persons in the State who are of sound mind and between the ages of 7 and 25 years; and persons either older or younger may be admitted, at the discretion of the proper authorities. Common school studies are pursued as well as the trades heretofore reported, such as carpentry and printing for the boys, and sewing, fancy work, and general housework for the girls. The methods employed are the *aural* and the *oral*; the former has been carefully tested, with the happiest results, and it has been demonstrated that through its use the dormant sense of hearing can be aroused, cultivated, and utilized in the education of the partially deaf.

#### EDUCATION OF THE BLIND.

The *Nebraska State Institute for the Blind*, Nebraska City, has its literary department thoroughly graded in primary, intermediate, and higher studies, each grade occupying 3 years. Music, both vocal and instrumental, is taught in the various departments, with a view, in part, to develop teachers in this branch among the students, while industrial training enables graduates from the institution to become self-supporting. Sewing by hand and machine, knitting, crocheting, and bead-work are the main occupations of the girls, and broom-making and chair-caning those of the boys. This department pays its own expenses from the sale of manufactured articles.

#### REFORMATORY TRAINING.

The *State Reform School*, Kearney, opened for pupils in 1830, receives juvenile offenders under 16 years of age, and aims to reform those committed to its charge, by means of instruction, labor, and thorough discipline, accompanied by rewards or punishments, as may be deserved. The common school branches, including music, are taught, as well as the industries of baking, tailoring, shoemaking, and farming. The State makes an annual appropriation of \$42,000 for all purposes, and in 1884-'85 the total earnings of the inmates, including the proceeds of the sale of farm products, was \$3,000. The number of boys in the institution for the year was 77, of girls 17, all under 6 teachers and other officers.

#### EDUCATIONAL CONVENTION.

##### NEBRASKA STATE TEACHERS' ASSOCIATION.

This association held its annual convention at Lincoln, March 31-April 2, 1885. A full account is not given, only gleanings thereof. Mr. Wilson, of Lincoln, said that the percentage of college-bred men had rapidly increased in the last 50 years, and that there had never been a greater demand than at present for efficient workers in every business of life. The question now is not "What do you know?" but "What can you do?" Professor Randall, of Fairfield, said: "To make a good citizen a child is not to be educated as a bread-winner merely, but in the science of government. Above all, he should be taught that the voluntary submission of a subject to the authority of the government is the keystone of the arch of a full, pure, systematic citizenship." Superintendent Sabin, of Clinton, said there were three questions propounded to the American people: "(1) Can the nation allow, with safety, a people to obtain firm lodgment in its western territory who have no regard for law? (2) Can the nation, because it was able to strike the fetters from 4,000,000 slaves and afterward make them citizens, allow with safety the same people, with their descendants, to dwell in the borders of the valley of the shadow of death, too weak and ignorant to obtain their rights by force, and yet too restless and aspiring to bear a long infliction of their wrongs? (3) Can a nation renowned for the freedom of its institutions, because it is not willing to abridge in the least the personal liberty of its citizens, allow with safety the saloon to overshadow the school, the gambling hell and the low resort to compete with the church, while ignorance, pauperism, and crime recruit and re-enforce their ranks from the helpless children of the State? The teacher's life is narrow only to a narrow man. The duty of the hour is to establish national schools in all parts of the Territories which are subject to Mormon rule." Miss Tibbitts, of Lincoln, said that the pupil should be taught to observe passing events; to hear and understand, and to speak the language correctly. Professor Clarendon, of Fremont, said: "Educational effort suffers from the exactions and inflictions of per cents. Can we measure by arithmetic the moral questions of the hour? The examination is made the grand arbiter of the pupil's school career. Upon it depends his advancement or his disgrace. Among the educative processes of the schools, the recitation stands chief." Mr. Valentine, of Nebraska City, said: "There

are three parties concerned in education, the child, his parents, and the teacher. You can teach a child carpentry, but you cannot expect him to earn a living at the trade, unless he is made to work at it. He must learn the dignity of labor by actual experience and encouragement." Miss Austin, of Wisner, addressed the convention on "Civil service reform"; Colonel Parker delivered his lecture on "Learning to do by doing"; and Mrs. Parker gave a talk on "Elocution." Papers were read on "Laws of nature naturally taught," and "The proper pronunciation of Latin." Kindergarten work from St. Clair Hall was on exhibition during the convention and was the wonder and surprise of the teachers, of whom many visited the school. This is the only kindergarten school in the State. A committee was appointed to report at the next meeting concerning the best methods of study and investigation of the effects of alcohol upon the human system. The convention then adjourned.

#### CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[Third term, January, 1885, to January, 1887.]

## NEVADA.

## STATISTICAL SUMMARY.

	1882-'83.	1883-'84.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18).....	9,900	9,593	.....	307
Enrolled in public schools.....	7,913	7,868	.....	45
Average number belonging.....	5,532	5,512	.....	20
Average daily attendance.....	4,956	5,227	271	.....
Per cent. of school youth enrolled.....	79.93	82.02	2.09	.....
Per cent. of school youth in attendance...	50.06	54.49	4.43	.....
Attending private schools.....	600	554	.....	46
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts.....	134	137	3	.....
Number of districts reporting.....	114	123	9	.....
Number that voted district tax.....	3	3	.....	.....
Number of public schools.....	198	205	7	.....
Number sustained without rate bills.....	138	138	.....	.....
Ungraded schools.....	78	80	2	.....
Graded schools, including high.....	125	130	5	.....
High schools.....	5	5	.....	.....
Average length of term, in days.....	132	148½	16½	.....
Volumes in school libraries.....	927	1,342	415	.....
TEACHERS.				
Men teaching in public schools.....	50	60	10	.....
Women teaching in public schools.....	170	170	.....	.....
Whole number of teachers.....	220	230	10	.....
FINANCIAL STATEMENT.				
Expenditure for public schools.....	\$159,147	\$162,011	\$2,864	.....
Average monthly pay of men.....	100 00	140 50	40 50	.....
Average monthly pay of women.....	71 00	96 01	25 01	.....

(From report of Hon. Charles S. Young, State superintendent of public instruction, for the biennial school term ending August 31, 1884.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The returns from the counties for 1884-'85 have been so meager and incomplete that Superintendent Young is unable to furnish any fair statement of the general educational condition, or to give the figures for that year. He therefore prefers that the Office present anew the statistics given in the Report of the Commissioner for 1883-'84.

## ADMINISTRATION.

The general supervision of public school interests is in the hands of a State superintendent of public instruction, chosen by the people for 4 years, and a State board of education, consisting of the governor, the surveyor-general, and the State superintendent, the last-named officer being secretary of the board. County school affairs are administered by county superintendents, elected biennially by the people. District schools are supervised by boards of trustees elected by the people, and consisting of 3 or 5 members according to population.

Kindergarten, primary, grammar, and high school departments must be established in connection with the public school system, provided the funds be sufficient for all; if not, preference is given to the lower grades, with the exception of the kindergarten, which may not take precedence of any other department. Public schools are free to all youth 6 to 18 years of age, and those 8 to 14 years of age are required to be sent



to school at least 16 weeks each year, unless excused by the school officers. To entitle a district to a share in the public funds, a school must be taught therein for at least 3 months each year, but provision is made for terms of 6 months. No denominational or sectarian influences are allowed in any public school. Teachers must report to the county superintendents, they to the State superintendent annually, and he to the governor biennially.

#### FINANCES.

Public schools are sustained from the interest on a State school fund, which is apportioned to each county according to the number of youth 6 to 18 therein; a State school tax of half a mill on the dollar of taxable property; and a county tax of from 15 to 50 cents on the \$100. When these funds are not sufficient to keep schools open at least 6 months of the year, trustees must levy a district tax sufficient to make up the deficiency. The schools may be taught for a longer term by additional taxes, if the voters of the district so decide, or by rate bills levied by the trustees on persons sending children to school. State and county school funds are apportioned by county superintendents to the several districts, 40 per cent. of them in proportion to the number of teachers employed, one teacher being assigned for each 100 children or fraction thereof; the remaining funds, according to the number of youth 6 to 18 years of age.

#### CITY SCHOOL SYSTEMS.

##### ADMINISTRATION.

Each village, town, or incorporated city constitutes but one school district, the schools therein being under the control of a board of trustees elected by the people, numbering from 3 to 5 members, according to the population.

##### SCHOOLS OF VIRGINIA CITY.

Virginia City, with a population of 10,917 in 1880, reported, in 1884-'85, school youth (6 to 18 years of age), 1,808; enrolled in public schools, 1,403; average daily attendance, 868. These numbers indicate a decrease in the past 2 years of 40 in school youth, of 379 in enrollment, and of 186 in attendance, the number of teachers being reduced from 25 to 20. The schools were classed as primary, grammar, and high schools, and the length of term increased from 200 to 294 days. The decrease in attendance upon the public schools is possibly due to the fact that the attendance upon private schools increased from 156 to 1,550. The estimated value of school property in the city was \$20,500.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL STATE REQUIREMENTS.

The county superintendent and 2 persons appointed by him constitute a board of examination, of which he is chairman. Said board grants certificates of the first and second grades to persons who pass a satisfactory examination in the branches of study pursued in each specified grade. Certificates of the first grade, for teaching unclassified, grammar, and high schools, are good for 3 years; of the second grade, for teaching primary schools, 2 years. The State board of education grants State certificates, and any certificate may be renewed upon evidence of successful teaching, without re-examination.

##### STATE NORMAL TRAINING.

The only provision made by the State for the training of its teachers appears to be in its State and county institutes. The State superintendent, with the consent of the State board of education, may convene a State teachers' institute annually, continuing not less than 5 days, nor more than 10, and may engage such teachers and lecturers as he deems advisable. The expenses incurred, to be paid out of the general fund, must not exceed \$100 annually. County superintendents may hold one teachers' institute or more annually, if authorized by the county board of commissioners, the expenses of such institutes not to exceed \$100 in any year. The State superintendent says, however, that no county institute was held in the State in 1884. The eastern and western divisions of the State Teachers' Institute met at Elko and Gold Hill, respectively, in December, 1884. A full account of their proceedings is given further on, under the head of "Educational conventions."

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

High schools may enter into the public school system whenever the funds are sufficient to sustain them, and competent and legally qualified teachers must be employed. One such school is reported in Virginia City, statistics not given. The whole number in the State in 1884 was 5.

## SUPERIOR INSTRUCTION.

## STATE UNIVERSITY.

The *State University of Nevada*, by Act of legislature, was removed from Elko to Reno in the summer of 1885, and gave promise of much improvement. For the erection of the new building at Reno, the Act appropriated \$10,000, to be added to the amount given by Washo County.

Two years are given to preparatory studies, followed by a university course of one year, including military tactics. For admission, candidates must be at least 15 years of age, and pass a satisfactory examination in the branches of a common English education.

## INSTITUTION FOR THE HIGHER INSTRUCTION OF YOUNG WOMEN.

*Bishop Whitaker's School for Girls* (Protestant Episcopal), Reno, presents a course of superior instruction, covering 4 years of 40 weeks each. In addition to the higher English branches, French, German, instrumental and vocal music, drawing, and painting are taught. There were 90 students during the year, of whom 30 were in the preparatory department and 50 in the collegiate, 10 being special students.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The State University provides a limited amount of scientific instruction, including mineralogy, metallurgy, and assaying.

## PROFESSIONAL.

No institutions for instruction in THEOLOGY, LAW, or MEDICINE, are reported from this State.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND THE BLIND.

Provision is made by the State for the instruction of its deaf and blind youth at the institution in Berkeley, Cal. Three Nevada pupils were taught here during the year, for whose instruction and transportation the State appropriated \$2,500. Of this amount, \$1,367 remained unexpended at the end of the year. The common school branches are taught, also carpentry, type-setting, and blacksmithing for the boys, and sewing, knitting, cooking, and general housework for the girls.

## EDUCATIONAL CONVENTIONS.

The eastern division of the Nevada State Teachers' Institute held its fifth annual session December 26-27, 1884, at Elko, Hon. C. S. Young, superintendent of public instruction, in the chair. Among the subjects brought before the convention and discussed were, "Methods in history," "The practical teacher," "Reading and spelling," "Our public schools," "School supervision," "Elocution," "Arithmetic," "A popular cry," "English grammar," "Ungraded schools," and "Horace Mann." It was resolved that the legislature be petitioned to provide means whereby every school district in the State may have at least six months of school in each year; to make provision for State certificates and life diplomas in the State; to employ both State and county supervision; and to pay more liberal salaries to county superintendents, to enlarge their powers and duties, and to allow them traveling expenses. The western division of the institute held its fifth annual meeting December 29-31, 1884, at Gold Hill, Superintendent Young presiding. Some of the subjects discussed at the eastern division were brought out; others were "Music in the public schools," "The uses of history as a study, and the best methods of teaching the same," "Nevada's school system," "Fourth primary work," "Our country schools," "English grammar and language lessons," "Grammar and composition," "Henry W. Longfellow," "The use and abuse of text books," "Criticism on popular methods of primary instruction," "Nevada's school laws," and "Arnold of Rugby." There were over 80 teachers in attendance and a large number of other persons. Letters were read from prominent educators, one from Senator J. P. Jones, expressing deep interest in the progress of education in Nevada. Resolutions were adopted similar to those of the eastern division, also one to urge upon the legislature the necessity for the establishment of a normal school in the State; and as the amount appropriated for defraying the expenses of teachers' institutes (\$100) was entirely inadequate, it was resolved to petition the legislature to increase the amount to at least \$300 per annum.

## CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES S. YOUNG, *State superintendent of public instruction, Carson City.*

[Elected in November, 1882: term, January, 1883, to January, 1887.]

## NEW HAMPSHIRE.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-15) in 1880....	60,899	60,899	.....	.....
Enrolled in public schools .....	64,654	63,656	.....	998
Average daily attendance in same .....	43,723	45,160	1,437	.....
Per cent. of school youth enrolled ....	106.17	104.53	.....	1.64
Per cent. of school youth in daily attendance.....	71.80	74.16	2.36	.....
Children in private and church schools.	5,122	5,804	682	.....
Children of school age not in school..	2,993	3,346	353	.....
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Towns with organized schools .....	235	235	.....	.....
School districts in these towns.....	1,993	1,965	.....	28
Fractional districts.....	208	205	.....	3
Districts under special acts.....	59	46	.....	13
Different public schools .....	2,698	2,684	.....	14
Number of graded schools .....	491	510	19	.....
Town and district high schools .....	46	51	5	.....
Schools averaging 12 scholars or under.	782	804	22	.....
Schools averaging 6 scholars or under.	306	307	1	.....
Number of school-houses .....	2,221	2,209	.....	12
Number built during the year.....	26	14	.....	12
School-houses with maps or globes...	1,851	1,839	38	.....
Average time of schools, in days.....	99.55	99.75	.20	.....
<b>TEACHERS.</b>				
Men teaching in public schools .....	443	424	.....	19
Women teaching in public schools....	3,077	3,062	.....	15
Teaching the first time .....	544	565	21	.....
Teaching the same schools successively.	1,539	1,553	19	.....
Teachers from normal schools.....	342	346	4	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	\$38 41	\$39 21	\$0 80	.....
Average monthly pay of women teaching .....	23 14	23 20	0 06	.....
Whole expenditure for public schools.	624,125	613,199	.....	\$10,926
Amount of this paid teachers .....	426,472	446,841	20,369	.....
Amount paid for superintendence ....	15,303	17,640	2,332	.....
Valuation of public school property..	2,381,577	2,388,942	7,365	.....

(From reports of Hon. J. W. Patterson, State superintendent of public instruction, for the two years above indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The public school system of New Hampshire has entered upon a new era, inaugurated by the new legislation since 1883. The most important feature of this is the change from the old school district system, which has been abolished, the town being made the unit. This change was widely called for, and is fully approved.

The advantages are apparent, the purpose being to decrease the number of schools in a town, increase the attendance in the united schools, and thus equalize the oppor-



tunities of learning; also to increase the pay of teachers (without increase of taxation), and thus secure more efficient work. Then, by uniting the districts of a town and placing all under one board of supervision, it is hoped to avoid the difficulties which have impaired the usefulness of many schools, and to give to most towns a graded system and the advantages of a high school. The State superintendent says that of the 2,684 public schools in the State, 804, or nearly one-third, number only 12 scholars or less, and 307, or nearly one-eighth, average 6 or less. By so locating the schools as to have them average 30 pupils to a school, the number may be reduced to 2,122, or 562 less than now. The average annual cost of each school was \$187; this multiplied by 562 would give \$105,094, which could be used to lengthen the school term in the sparsely populated sections, and secure more accomplished and experienced teachers. "It is impossible," says the superintendent, "fully to realize the improvement which this change may effect in the educational opportunities of the State, or how greatly it may enhance the knowledge and mental discipline of our young people, especially in the rural districts." Besides this, it is estimated that a saving of nearly \$25,000 annually, heretofore spent for school accommodations, will result under the new system from lessening the number of school-houses.

Nor is this the most important item of reform hoped for from this change to the town system. There are sections in the State whose educational condition can be credited only on the official statement of the State superintendent, which he affirms is neither untruthful nor extravagant. He says that there are some districts whose accommodations for the education of children indicate an intellectual and moral sense but little above the level of barbarism. In these localities, to save the paltry pittance of a school tax, the pupils are crowded into hovels in which for several hours they breathe an atmosphere reeking with unwholesome odors and loaded with disease, are compelled to sit in chilling draughts that are ruinous to health, and that fill the churchyards with victims of parental meanness. These wrecks of a bygone age are often located near stagnant frog-ponds or miasmatic bogs festering with germs of disease, and are supplied with contaminated water, if at all. The seats are engines of torture, often effecting a permanent deformity. These conditions, it is hoped, will soon disappear, either from a sense of shame or by the force of law.

Still much has been done, and much is now being done, to improve the school buildings, grounds, out-houses, and ventilation. Scattered through the rural districts may be seen many convenient and attractive edifices, ample in size and pleasant in location. In the cities and larger villages structures of a higher order have been erected and furnished in a style adapted to approved methods of education. During the 2 past years 40 such buildings were erected, of which 14 were added in 1884-'85.

The new law requiring instruction in physiology and hygiene, says a town superintendent, is popular, and, so far as taught, has created much interest.

The provision of free text books, now authorized by law, is another step in advance, meeting a great evil in the small districts—a lack of uniformity in books.

The statistical summary presents, on the whole, an encouraging view of the year's work. The decrease in enrollment is ascribed to the fact that many of the pupils have been withdrawn and sent to private schools. These, the State superintendent suggests, should be open to the inspection of the State officers, and their pupils registered and returned as other scholars are.

#### ADMINISTRATION.

The general educational interests of the State are under the control of (1) a superintendent of public instruction appointed biennially by the governor and council; (2) a board of commissioners of the literary fund, consisting of the governor, secretary, and treasurer; (3) a board of trustees of the State normal school. For towns, there are school boards of 3 persons, elected for 3 years, and in any town which may so decide, a superintendent of schools. For districts, there were formerly a moderator, a clerk, and a prudential committee; but under chapter 43 of the State laws of 1885 the old school districts have been abolished, and the town made the unit of the school system, except in the case of districts organized under special acts, which may retain their organizations if they so choose. Women may hold school offices and may vote in school meetings.

The public schools are free to all resident children of school age, and children 8-14 years of age are required to attend a public or private school, or receive instruction at home, at least 12 weeks in every year, 6 of which, in the case of a public school pupil, must be consecutive. No child under 14 years of age may be employed in any manufacturing establishment unless he has attended 6 months, or the full term of the school taught in his district the preceding year; none under 16 who have not attended at least 12 weeks during the year preceding, unless such can read and write well; moreover, they are not to be employed except in vacation, and none under 10 may be employed at all.

The owner or agent of a manufactory employing a child under 16 years of age, and uncertified by the school committee as eligible to be employed, becomes liable to a

fine not exceeding \$20 for each offense. Parents or guardians of children 8-14 years of age violating this law forfeit \$10 for the first and \$20 for each subsequent offense.

#### SCHOOL FINANCES.

The public schools are sustained mainly from a town tax on polls and ratable estates, from a literary fund arising from a tax on the capital stock of banking corporations and on savings-bank deposits, and from a fund derived from the sale of public lands.

#### NEW LEGISLATION.

As already noted under the revised school laws of 1885, the old school district system is abolished, and the town made the unit of the school system.

An amendment passed in 1883 made instruction in physiology and hygiene with reference to the effect of alcoholic stimulants and narcotics on the human system obligatory in all schools sufficiently advanced, and another of the same year permitted towns or districts to raise money, by taxation or otherwise, for supplying the scholars in the common schools with text books free of charge.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

Towns and cities, as already mentioned, have school boards of education of 3 persons, elected for 3 years, for the control of public schools. A superintendent may be elected or appointed in such manner and for such terms as the city, by an ordinance, may provide.

#### STATISTICS.

1884-'85.

	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Concord .....	13,843	.....	2,572	1,958	71	\$32,831
Dover .....	11,687	2,025	1,444	931	44	27,355
Manchester.....	32,630	.....	3,918	2,872	87	53,477
Nashua .....	13,397	2,102	2,590	1,897	71	36,254
Portsmouth.....	9,690	2,400	1,913	.....	35	22,164

*Concord* shows a gain of 54 in enrollment, and of 32 in average daily attendance, but employed 8 fewer teachers, and expended \$6,285 less than in 1883-'84. There were 55 public schools, 40 being graded, including a high school, the sessions including 159 days, taught in 30 school-houses, valued, with other school property, at \$182,615. St. Paul's private school of high grade had 275 male students. Teachers of public schools for the year are said to have been competent, and, in the main, successful. The committee having in charge the outlying districts of the city was doing what it could to make a more equal provision of school facilities in those localities.

*Dover*, according to the statistics reported, did not hold its own as compared with 1883-'84. While it gained 71 in school youth, and expended \$2,196 more during the year, it lost 629 in enrollment, 451 in average daily attendance, and employed 3 fewer teachers. The 39 public schools are embraced in one legally organized district, 29 of them being graded, including a high school. The school term comprised 175 days. There were 18 school buildings, 1 built during the year, and all valued, with other school property, at \$116,200. Of the 931 in average attendance, 135 were pursuing higher branches. A private school reports 45 pupils enrolled. One hundred children between 5-15 years of age, according to the reports, were not in any school.

*Manchester* reports 60 public schools, 66 of which, including a high school, are graded. These schools were taught 184 days, in 24 school-houses, valued, with other school property, at \$317,725. Compared with 1883-'84, there was a decrease of 344 in enrollment, and of \$14,395 in expenditure for public schools, while there was an increase of 152 in average attendance. The schools are classed as primary, ungraded, grammar, high, and evening schools. One special teacher in music was employed.

The remarkable feature of the Manchester school system is the enrollment of about 2,500 in private and church schools, which is nearly 61 per cent. of the entire enrollment in the public schools.

*Nashua* shows, as compared with 1883-'84, a falling off of 370 in enrollment, and an increase of 65 in average daily attendance, with 12 more teachers, while it expended for public schools \$8,457 more. For its 61 schools there were 17 school buildings, which, with other school property, were valued at \$232,395, \$10,660 being for apparatus. Public



schools are classed as primary and middle schools, covering 5 years; and grammar and high schools, each 4 years. Of the 61 schools, 45, including a high school, were graded, and were taught for a term of 165 days. Evening schools had 416 pupils attending, taught by 17 teachers. Private and church schools enrolled 511 pupils of children between 5-15 years of age; 300 are reported as not attending any school.

*Portsmouth* shows but slight changes during the year, neither materially gaining nor losing, average attendance not given. Its 32 public schools, embraced in one legally organized district, were taught for a term of 200 days. There were 14 school buildings, valued, with other school property, at \$34,000, \$5,000 being for apparatus. Twenty-eight schools, including a high school in which 154 pupils were studying the higher branches, were graded. Private and church schools enrolled 150. Number between 5-15 years of age not reported in any school, 200.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

A person desiring to teach in the public schools must present a certificate of qualification from the school committee of the town in which the school is to be taught. This certificate must give evidence of the moral character of the teacher, of ability to govern, and qualifications for teaching the school applied for.

### STATE NORMAL TRAINING.

The *New Hampshire State Normal School*, Plymouth, as heretofore, admits young men of 17 years of age and young women of 16, who declare their intention to teach. If, upon examination, candidates are found proficient in any branch taught in the school, they may be excused from further study of that branch, except in the methods class. In this way the course may be completed in 3 terms of 20 weeks each. The common and higher English branches, with music and drawing, are taught, and special instruction is given in the elements of psychology. The pupil teachers have one half day each week for the inspection of work in the training school, thus acquiring a practical knowledge of teaching and school discipline.

For statistics see Table III of the Appendix.

### OTHER NORMAL TRAINING.

The training school in Manchester, organized in 1883-'84, for the supply of the city schools with good teachers, continues its work under the arrangements reported for that year.

### TEACHERS' INSTITUTES.

The school law makes it the duty of the State superintendent to organize, and superintend at least one teachers' institute annually in each county of the State, to appoint the time and place, and make suitable arrangements therefor.

In case of his inability to conduct the same, he is required to appoint the principal of the State normal school, or some other suitable person for that purpose. The expenses incurred are paid from the income of a fund arising from the sale of State lands.

The State superintendent reports for 1884-'85 that institutes were held in each of the 10 counties in the State, with an aggregate attendance of 859, at an expenditure of \$1,708, both items being greater than during the previous year. The superintendent says that the institute work of the year has more than realized the expectations awakened by the experience of 1883, when this work was begun; still he thinks the law will fail to accomplish the good it might unless so amended as to require the closing of the schools and the attendance of the teachers upon at least one institute without loss of time.

### EDUCATIONAL JOURNALS.

There being no journal of this class published in the State, educational information continues to be given in the New Hampshire department of the *New England Journal of Education*, Boston, Mass.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The law still provides that if a majority of the voters so agree any town or any school district having at least 100 children 6-16 years of age, by a vote of two-thirds of the qualified voters, may establish a high school. Such town or district may appropriate as much as it thinks fit of that part of the school money to which it is entitled, for the support of the high school, and may raise by taxation additional funds for the purpose if the voters so agree.



The State report gives 41 public high schools which had replied to a circular sent out; the list is not complete, from the fact that some of the schools failed to report. These 41 schools employed 43 male and 60 female teachers; numbered 1,266 male and 1,609 female students, of whom 2,045 were studying the higher branches, 1,140 the ancient and 524 modern languages.

Connected with these schools were libraries containing 7,832 volumes.

#### PRIVATE SECONDARY SCHOOLS.

Forty-seven private academic schools are reported, some of which, as Phillips Exeter Academy, Exeter, and St. Paul's School, Concord, are of especially recognized high grade, the latter, with excellent general arrangements, and with 21 male teachers for its 275 male pupils, standing at the head of its class in the State, if not in the United States; the former, with 7 male teachers for 251 male pupils, long well known as one of the best preparatory schools for colleges in all New England.

For statistics of this class of schools, see Tables IV, VI, and VII of the Appendix; for summaries of same, the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### DARTMOUTH COLLEGE.

*Dartmouth College*, Hanover, presents in 1884-'85 its usual high standards for entrance and study, the latter in departments of academic, scientific, agricultural, and medical instruction, making substantially a university course.

In the academic, the 4-years classical course includes both modern and ancient languages, mathematics, history, and English, Anglo Saxon, and American literature courses, elective and optional studies seeming to predominate in the later years of the courses.

Students from such preparatory schools as have a regular course of at least 3 years are admitted without examination on presenting a prescribed form of certificate. All others are admitted on examinations of high grade.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information concerning institutions of this class reporting, see Table VIII of the Appendix; for summaries of same, the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL.

#### SCIENTIFIC.

The *New Hampshire College of Agriculture and Mechanic Arts*, which was made a department of Dartmouth College in 1866, by Act of legislature, for the liberal and practical education of the industrial classes, aims to give in agriculture, as far as can be taught in a school, all that bears upon the subject. The full course is 4 years, with numerous elective studies. One class of these includes the higher mathematics and its applications to the mechanic arts; another class an extensive course in chemistry, with analyses of agricultural products, assaying, and application of chemistry to the arts. Provision is also made for graduate students.

The State farm has 360 acres in the immediate vicinity of the college, presented by the late John Conant; it is in a high state of cultivation, and is provided with new and good farm buildings. The degree of Sci. B. is conferred on completing the full course and passing a final examination.

The Chandler Scientific Department of Dartmouth College gives instruction in a 4-years course in practical and useful arts, such as mechanics, civil engineering, invention and manufacture of machinery, carpentry, masonry, architecture and drawing, and the properties and uses of materials employed in the arts; also modern languages, English literature, book-keeping, and other studies.

*Thayer School of Civil Engineering*, another department of Dartmouth, continued in 1884-'85 its exclusive professional training for young men of ability who may desire instruction of an advanced character. The course is of 2 years and is essentially a graduate one, limited in range and fundamental in scope, being intended to meet the demand for men qualified for rapid advancement and difficult service. There were 7 students in this school. The degree of C. E. is conferred after a final satisfactory examination, and the acceptance of a graduating thesis.

#### PROFESSIONAL.

It is not known that any schools of THEOLOGY or LAW exist in the State.

**MEDICINE.**—The Medical Department of Dartmouth College in 1884-'85 shows a collegiate year of 42 weeks. For admission, satisfactory evidence of fitness for the technical study of medicine is required; for graduation, 21 years of age, good moral charac-

ter, 2 full courses of lectures, 3 full years of study, 1 course of dissection, and the passing of a final examination in all branches taught in the school. Matriculates for 1884-'85, 44; graduates, 21.

### SPECIAL INSTRUCTION.

#### EDUCATION OF DEAF MUTES AND THE BLIND.

New Hampshire continues to provide for the instruction of its deaf-mutes in the Clarke Institution, Northampton, Mass., which reported 2 pupils from New Hampshire, and in the American Asylum for the Instruction of the Deaf and Dumb, Hartford, Conn., which had 17 from the same State during 1884-'85.

Provision also is made for the instruction of the blind in the Perkins Institution, Boston, Mass.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *State Industrial School*, Manchester, gives moral, educational, and industrial training to youthful offenders. The institution in 1884-'85 reported 146 inmates. Of these, 19 were discharged at the expiration of term—12 on probation, 6 honorably, and 1 sent to alternate sentence, leaving at the close of the year 108. Of the whole number, only 67 were Americans, more than half being of foreign parentage; 61 were committed during minority, and the remainder for different lengths of time. Notwithstanding the receipts from some of the industries being smaller than usual, the year is said to have been one of great prosperity.

### EDUCATIONAL BENEFACTIONS.

For a new chapel for St. Paul's School, Concord, \$70,000 were raised in 1884-'85 for building, and an endowment fund of \$30,000 was more than half raised.

The Chandler Scientific School of Dartmouth College was made residuary legatee in the will of the widow of the late Prof. John S. Woodman, says the *Congregationalist*, and will probably receive some \$20,000.

### EDUCATIONAL CONVENTION.

#### NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The thirty-first annual session of the State Teachers' Association was held in Concord October 24 and 25, 1884, E. J. Goodwin, of Nashua, in the chair. The session was opened by a paper from Mr. Craig, on "The Wade system for country schools," which provides for a grading of pupils according to advancement, an examination of them yearly in a prescribed course, and a granting of diplomas at the conclusion of the course, the work for each term being carefully laid out, and followed by examinations. The advantages are that the school work is done thoroughly, and all the pupils graduate on the same general plan. Better teaching is required by this plan, as few of the country schools have systems that call for uniform requirements. So far as tried it has proved a great benefit, leading pupils to desire to complete the course and graduate, increasing the interest of parents and children, unifying the work done, and thus elevating the character of the country schools. C. C. Rounds, principal of the State normal school, testified to the value of the system, as he had seen its workings in Maine, and thought it could be adopted in all the country schools in the State.

Then followed a lecture on the "Elements of mineralogy," by Mr. William F. Young, of Nashua; after which came a paper on "Training for teachers," by Miss Lola Rounds, of Plymouth; this was followed by an address on "The comparative value of experience and professional training," by J. G. Edgerly, superintendent of Fitchburg (Mass.) schools, said to have been able and practical, and to have given rise to considerable discussion.

"Self-culture for teachers" was the topic of a carefully written paper read by Miss Frances A. Mathes, of the Portsmouth high school, in which was presented the importance to the teacher of personal physical culture, good air, abundant exercise, refreshing sleep, and proper diet; also that the most refining sources of mental culture should be eagerly improved, that books should be wisely chosen, that desultory reading should be avoided, and that the refining influence of art should be sought in pictures of excellence, in careful reading of good newspapers, in attendance on teachers' meetings and on good general society, as well as in travel and study of new places and scenes, all these being aids to self-culture. The tones of the voice, too, should be carefully cultivated, as their influence in the school-room can hardly be over-estimated. A brief discussion followed, warmly approving the suggestions of the paper.

The following subjects were then considered: "The place of Greek in a liberal education," by Prof. J. H. Dwight, of Dartmouth; "Moral discipline in the school-

room," by Miss L. J. Forest; "Examinations," by Mr. J. H. Stetson, Superintendent Burk, E. R. Goodwin, and others; "A substitute for Latin in high schools," by C. C. Boynton and others.

After a choice of officers for 1885, the association adjourned.

The session was largely attended, and the papers and discussions were regarded as of great interest and value, showing a noble professional spirit among the educators of the State.

#### CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Second term, June 21, 1882, to June 23, 1884; third term, June 24, 1884, to June 23, 1886.]



## NEW JERSEY.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 5 to 18 enumerated.....	356,061	366,317	10,256	.....
Enrolled in public schools .....	216,792	222,317	5,525	.....
Average daily attendance.....	122,930	132,017	9,087	.....
Per cent. of school youth enrolled ..	60.89	60.69	.....	20
Per cent. in average daily attendance.	34.52	36.04	1.52	.....
Enrolled in private schools .....	48,962	48,510	.....	452
Enrolled in all schools .....	265,754	270,827	5,073	.....
Per cent. of these to school youth....	74.64	73.93	.....	.71
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported.....	1,356	1,357	1	.....
Public school buildings .....	1,596	1,586	.....	10
Sittings for pupils in these.....	193,803	200,742	6,939	.....
Private and church schools .....	218	205	.....	13
School buildings classed as poor or very poor.	168	165	.....	3
School buildings classed as medium ..	262	228	.....	34
School buildings classed as good .....	531	531	.....	.....
School buildings classed as very good.	635	662	27	.....
Number of new buildings erected ....	29	27	.....	2
Number refurnished or remodeled .....	75	63	.....	7
Districts with less than 6 months' school.	6	3	.....	3
Districts with 6, but less than 9 months' school.	64	61	.....	3
Districts with 9 months' school or more.	1,286	1,293	7	.....
Average time of schools, in days .....	192	192	.....	.....
TEACHERS.				
Men teaching in public schools.....	837	818	.....	19
Women teaching in public schools .....	2,850	2,998	148	.....
Whole number teaching .....	3,687	3,816	129	.....
FINANCIAL STATEMENT.				
Average monthly pay of men teaching.	\$61 63	\$63 56	\$1 93	.....
Average monthly pay of women teaching.	35 64	36 30	66	.....
Whole expenditure for public schools.	2,392,031	2,421,740	29,709	.....
Valuation of public school property..	6,350,807	6,832,926	482,119	.....

(From report of Hon. Edwin O. Chapman, State superintendent of public instruction, for 1884-'85; the figures therein given for 1883-'84 being used in preference to those previously sent, as being presumably more nearly correct.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The new State superintendent says that while the year 1884-'85 has not been remarkable for any great improvement, a steady progress has been made, which is encouraging. He also states that there has been yearly improvement in the efficiency of the schools since the enactment of 1867, which formed the basis of the present law, and for which the State is indebted to the sagacity and zeal of his predecessor, Prof.

Ellis A. Apgar, superintendent from 1866 to 1885. For the current year the statistics show, as may be seen, an increase for the year of 10,256 in school youth, of 5,525 in enrolled pupils, and, what is more important, of over 9,000 in average daily attendance. There were 27 new school buildings erected during the year, and 6,939 additional sittings provided to meet the increase of school attendance; while 129 more teachers were employed, there having been 19 less men and 143 more women, as compared with 1883-'84. The statistics also show the almost total disappearance of districts with short school terms (of 6 months and less), the number having been reduced to 3, while those with terms of "9 months or more" increased to 1,293, a gain of 7 during the year. While the pay of teachers was but slightly improved, the expenditure for public schools was \$29,709 more, and the valuation of school property \$482,119 more, than in the previous year. The number reported in no school was 93,683, or about 25 per cent. of the whole. These figures, however, says the superintendent, form no basis upon which to calculate the amount of illiteracy in the State, since they include a large number of youth who have finished their education, as well as children over 5, but still considered too young to attend school. He considers that as much as 18 out of the 25 per cent. not attending school are thus accounted for; and, counting those mentally or physically unfitted and others who are instructed at home, a very small margin is left upon which to base any apprehension of illiteracy.

The State superintendent, in his report, divides the public schools into 5 grades, in order more clearly to present their condition: (1) As to the extent to which black-boards are used; (2) as to the degree of excellence in recitations; (3) as to the degree of order maintained; (4) as to cleanliness in the school-room; (5) as to the general character of the school. On all these points a slight improvement is reported. In 184 districts text-books were furnished to the pupils. Libraries were established in 747 schools. In school accommodations there is still some deficiency. Of the 1,586 school buildings, 103 are classed as "poor," and 62 as "very poor." An overcrowding of school-rooms is reported, chiefly in the primary departments, where there should be the least. In some of the cities, and in a large number of districts in which schools are ungraded, the superintendent says, so many pupils are crowded into a single room, in charge of a single teacher, that no good work is possible. The number of such rooms, however, is decreasing, only 73 being reported the present year, against 105 in 1883-'84. A favorable point in the school work of this State is the great degree of permanence secured to teachers in their positions. The injury resulting from a frequent change of teachers was long ago recognized here, and New Jersey was one of the first of the Eastern States to drop the old system of a winter and summer term, with a different teacher for each. Contracts with teachers are generally made for the entire school year, and renewed for the next if the parties can agree. As a result, nearly 3 per cent. of the teachers have been in their schools more than 20 years, nearly 7 per cent. more than 15 years, 16 per cent. more than 10, and over one-third have served more than 5 years.

#### ADMINISTRATION.

The general supervision of the public school system is committed to a State board of education, which appoints triennially a State superintendent of public instruction and a superintendent of public schools for each county, the latter subject to the approval of the board of freeholders in the county. The interests of school districts are managed by 3 trustees, elected by the people for 3 years, with annual change of 1. The district trustees of each township constitute a township board of trustees, and meet the county superintendent semi-annually for consultation. All persons, without regard to sex, who are residents of the district, are eligible to the office of district trustee, if over 21 years of age and able to read and write. Each district board elects one of its number as a clerk to record its proceedings, and take an annual census of school children. Provision is also made for State and county, and in some cases, for city boards of examiners, for the examination of teachers. The county and city superintendents together constitute the State association of school superintendents, which meets annually, as the State board of education directs. Graded, as well as district, schools are provided for, also industrial schools, a normal school, and teachers' institutes.

Teachers may suspend pupils from school for cause, but may not administer corporal punishment. No sectarian school may receive any part of the public school funds. Since 1883, no boy under 12 nor girl under 14 years of age, may be employed in any factory, mine, or workshop; and no child between the ages of 12 and 15 may be so employed, unless such child shall have attended some public or private, day or evening school, for at least 12 consecutive weeks, or 2 terms of 6 weeks each, within the year preceding such employment. Nor may a child under 14 years of age be employed in any manufacturing establishment longer than an average of 10 hours a day.

#### SCHOOL FINANCES.

The public schools are made free to all resident children 5-18 years of age, by the proceeds of a State school fund, by a State tax equal to \$4 for each child of school



age, and, when necessary, by additional amounts raised through township, city, and district taxation, and a poll tax not to exceed \$1. Each district is entitled to at least \$200 of the school fund, and districts with 45 or more children get not less than \$350, to be apportioned by county superintendents. To secure this aid districts must provide suitable school buildings, and must have maintained a public school for at least 9 months during the preceding year.

## NEW LEGISLATION.

An Act of March 20, 1884, provides that where local authorities to assess and levy taxes for school purposes, &c., either do not exist, or fail to do their duty as to such assessment or levy, the governor is to cause notice thereof to be given to the mayor or other proper local authority; and if in 10 days the default of action is not remedied, he may appoint and commission 3 freeholders in the delinquent city, town, or municipality, to be "commissioners of taxation," to assess and levy the taxes, not to exceed  $1\frac{1}{2}$  per cent. of the assessed value of the property thus subjected to taxation. Having made the levy, they are to apportion the proceeds, less their own appointed compensation, for the support of the schools, repair of school-houses, and other indicated purposes, in the cities or other municipalities affected.

Another Act, of April 1, 1884, authorizes any city in the State to establish a free public library within its corporate limits, on receiving the assent of the majority of the qualified voters in the city, at an election fixed by law for the election of municipal officers, and after at least 10 days preceding public notice of the vote to be taken on this question.

A compulsory school law of 1885 requires all persons having charge of children 7 to 12 years of age to send such to a public day school at least 20 weeks each year, unless excused by the school board of their district for proven cause. It forbids also the employment of children under 15 years of age by any person, company, or corporation, unless such children have attended some school for at least 12 consecutive weeks, for 5 days or evenings a week. Children temporarily discharged from employment for the purpose of attending school are to have an opportunity for schooling, unless good reason to the contrary is shown.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

The school interests of each city or town are under the control of school boards, boards of education, or boards of school trustees, elected by the people. A city superintendent is usually the executive officer, and such persons as the board may appoint constitute a city board of examiners.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bayonne .....	9,872	3,447	2,202	1,282	40	.....
Bridgeton .....	8,722	2,491	1,597	1,046	30	\$17,870
Camden .....	41,659	14,276	9,097	5,008	123	98,306
Elizabeth .....	28,229	8,389	3,617	2,489	54	45,291
Hoboken .....	30,999	10,907	6,407	4,604	116	82,677
Jersey City .....	120,722	57,586	22,608	14,633	350	201,186
Millville .....	7,660	2,567	2,351	1,566	37	24,280
Newark .....	136,508	43,203	24,659	16,259	420	397,769
New Brunswick .....	17,166	4,781	2,679	1,951	46	30,143
Orange .....	13,207	4,415	1,659	1,137	34	28,934
Paterson .....	51,031	17,028	12,609	8,384	163	121,547
Plainfield .....	8,125	2,342	1,365	1,002	25	80,686
Trenton .....	29,910	8,641	4,090	2,702	78	52,470

## ADDITIONAL PARTICULARS.

*Bayonne*, in addition to the above statistics, reports 1,721 sittings for pupils in public schools, an increase of 157 during the year; public school property valued at \$124,721; public schools taught for 10 months; 725 pupils attending private schools, and 520 no school.

*Bridgeton*, with about the same school population and enrollment, the latter about 64 per cent. of its school youth, reports 42 per cent. of these in average daily attendance, the percentage of attendance to enrollment being about 65. There was a full supply



of seats for the pupils attending. Private schools enrolled 250 pupils, and 500 are reported as in no school. The public schools were taught 200 days by 4 men and 26 women, all receiving the average monthly pay of \$75. Expenditure for public schools was \$2,213 more than in 1883-'84.

*Camden* reports an increase of 1,254 in school youth, of 206 in enrollment, and of 711 in average attendance. The seating capacity of the school-houses was 6,591, which, though less by 2,506 than the enrollment, was 1,583 more than average attendance. There were 2,000 reported in private schools, making a total of 11,097 under instruction. Schools were in session 10 months and 7 days, and were taught by 7 men, and 121 women, the former receiving the average monthly pay of \$132.55, the latter \$39.90. School property was rated at \$275,500.

*Elizabeth* reports for 1884-'85 4 school buildings, affording 2,453 sittings for study, having lost by fire one for primary schools.

With only 50 more school youth there was a gain of 119 in enrollment, and a loss of 13 in average attendance, while expenditure for public schools was \$2,549 beyond that of 1883-'84. Of the 3,617 registered pupils, only 122 were over 16 years of age. The estimated enrollment in private and church schools was 2,300, nearly 64 per cent. of the public school enrollment. One special teacher in drawing was employed. Public schools were taught 194 days, and property belonging to them was valued at \$79,600.

*Hoboken* presents evidence of improvement in all the departments of school work. It had 6 school buildings for its high, grammar, primary, annex, normal, and evening schools. Including evening schools there was a gain of 1,013 in registered pupils, or 412 in average attendance, and an expenditure of \$5,346 more than in 1883-'84. During the year a new wing with 240 additional sittings was added to one of the school buildings, yet even this was insufficient to accommodate the increase of school youth, and another building was urgently called for. Under 8 teachers the evening schools were in session 67 nights, enrolling 455, with an average attendance of 172. Considerable improvement in the sanitary condition of the school-houses is reported. In the high school, the course of study was thoroughly revised and adapted to the wants of every pursuit. The consolidation of the first class in each grammar department, placing all the schools upon the same basis as to teaching, grades, and salaries, contributed to the advancement of these schools.

A carefully prepared table shows that about three-fourths of the children leave school to contribute to the family support before completing one-half of the 13 years provided for by the State. And yet nearly 63 per cent. of enrolled pupils was held in average attendance. Private and church schools enrolled 1,496. Public school property was valued at \$124,465.

*Jersey City*, while it gained 5,379 in school youth, 802 in average attendance, and expended \$17,499 more for public schools, lost 789 in enrollment as compared with 1883-'84. Private schools enrolled 14,725, a gain of 510 during the year. The combined school force of the city seems to have made, during the year, but a slight advance on the accumulating school population, leaving 20,233 reported as attending no school. For the permanent attendance in the public schools, the school-houses afforded a fair supply of sittings. Schools were taught 10 months by 17 men and 333 women. The average monthly pay of the former was \$139.90; that of the latter, \$37.63. Public school property was valued at \$598,000.

*Millville*, unreported last year, reports for 1884-'85 an enrollment of over 90 per cent. of its school youth, and 61 per cent. of them in average attendance. Its school accommodations seem to have been fully up to school requirements. Only 50 were enrolled in private schools, and 167 reported as in no school. The public schools were taught 200 days by 6 men and 31 women, the former paid \$69.75 per month, the latter, \$37.50. The value of school property was \$50,100.

*Newark* reports primary, intermediate, grammar, 2 industrial, and 7 evening schools, also 1 for colored youth, 1 high, and 1 normal school. Of the 24,659 enrolled in public schools, only 355 were over 16 years of age. The 6,000 in private and church schools, added to those in the public schools, make a total of 30,659 under instruction, or only 12,604 less than the number of school youth. The evening schools enrolled 2,087 men and 554 women, under 54 teachers, with an average attendance of 1,334. The high school pupils numbered 683, with average attendance of 552, under 17 teachers. The city normal school had 36 female pupils under 1 female teacher. Two special teachers, one in music and one in drawing, were employed. Public schools were taught 201 days, and property belonging to them was valued at \$1,035,500.

*New Brunswick* presents statistics showing an enrollment in private and parochial schools, exceeding by 821 that of the public schools, the former numbering 3,500, the latter, 2,679. This indicates a much larger foreign population than has been heretofore reported. The public schools occupy 6 buildings, with 1,300 sittings for primary and intermediate schools, 715 for grammar schools, and 160 for the high school. Of the 2,679 enrolled, only 91 were over 16 years of age. The high record for punctuality continued, there having been during the year a loss from tardiness of only 7 hours and

48 minutes. The standard of deportment had been raised by the influence of new laws of conduct, which were approved by the scholars. The daily sessions continued as heretofore, no general recess being allowed. The results of this system, it is thought, are beneficial. Public schools were taught 199 days. School property was rated at \$125,200.

*Orange* provides 4 school buildings with 1,468 sittings for its primary, grammar, and high schools, valued, with other property, at \$105,000. It shows for the current year a gain of 1/4 in school youth, of 87 in registered pupils, of 57 in average daily attendance, with an expenditure for public schools of \$2,509 more than in 1883-'84. Of the 1,659 enrolled, only 51 were over 16 years of age, and only 100 under 6. The estimated number in private and parochial schools was 1,200, being only 459 less than in the public schools. The enrollment of both classes reached to within 1,556 of the number of school youth. Public schools were taught 197 days. The city superintendent says that the enrollment for 1884-'85 exceeded that of any previous year, the increase keeping pace with that of population. The school board has ordered the erection of a new school building, the cost not to exceed \$20,000.

*Paterson* reports progress in all departments, showing a gain of 1,084 in school youth, of 739 in enrollment, of 1,254 in average attendance, of 16 in teachers, and expended \$14,989 more for public schools than in the previous year. There were 22 such schools, consisting of 1 normal training school, 1 high school, 8 grammar schools, with primary departments, 4 primary schools, and 8 evening schools, affording 6,357 sittings in all, the teaching force comprising 11 men and 152 women. Although some increase had been made in school accommodations, there was still an overcrowded condition in nearly all the schools. The city had not sufficiently provided for the increase of school youth, there having been but 6,357 sittings for the 12,609 enrolled. The superintendent estimates that there were 9,000 children of school age who must have either attended private schools or received no schooling. Most of these were boys over 12 years of age, or girls over 14, who were employed in the various places of industry. There were 2,796 attending evening schools. Efforts have been made to lessen truancy, tardiness, absence, and disobedience, and the superintendent urges that an institution be opened by the city where truants and those who refuse to obey in the regular schools may be made to attend and be kept under proper restraint and instruction.

*Plainfield*, for the current year, reports a little more than one-half of school youth enrolled in the public schools and 500 in private ones, making a total attendance of 1,865 in both classes, and leaving 477 out of school. Average daily attendance was about 43 per cent. of school youth, and 73 per cent. of enrollment. School buildings are all reported as in "very good" condition, and afford nearly enough seats for the daily attendance. The public schools were held in session 10 months, the teaching force comprising 1 male and 24 female teachers; the former receiving the average monthly pay of \$120, the latter, \$56. School property was rated at \$95,000.

*Trenton* grades its public schools as primary, intermediate, grammar, and high, with courses covering 8 years, giving to each grade 2 years. There was in 1884-'85 a gain of 136 in enrollment, a falling off of 238 in school youth, of 252 in average attendance, and of \$8,038 in expenditure for public schools, as compared with the previous year. The enrollment in private and church schools was 1,445 less than in 1883-'84. For 12 public schools there were 13 school buildings, with 4,090 sittings, all school property being valued at \$164,800, an advance of \$70,800 over the valuation in 1883-'84. The combined enrollment of public and private and church schools, the latter being 1,555, leaves 2,936 of school youth apparently without school training. But allowing that about one-fourth of the school youth are over 16 years of age, and, having completed their public schooling, are in higher schools or pursuing the various industries, few, if any, are left as illiterates. Public schools were taught 200 days, retaining in average attendance about 66 per cent. of the pupils enrolled.

Camden, Gloucester City, Hoboken, Millville, Newark, Paterson, and Salem, had evening schools during the winter, taught by 145 teachers for a total of 463 evenings, with an enrollment of 7,206, and an average attendance of 5,302, the appropriation for their support being \$15,578.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

To obtain employment in the public schools teachers must hold certificates of qualification from the State or city board of examiners. The certificates of the State board are of three grades—for life, for 10 years, or for 7 years. Those of the county boards are for 1, 3, and 5 years, the 5-year ones good throughout the State. Graduates of 3-years' course in the State normal school, who have given evidence in its model school of ability to teach and govern, receive a second-grade State certificate, and graduates of the 2-years' course, one of third grade.



## STATE NORMAL TRAINING.

The *New Jersey State Normal School*, Trenton, organized in 1855, offers a 3-years' course of normal instruction, with free tuition to students who are qualified, and will pledge themselves to teach 2 years in the State. In 1884-'85 there were 40 young men and 180 young women in the school under 25 instructors. The number of graduates receiving diplomas entitling them to teach in the State without further examination was 27, all of whom were to engage in teaching. Vocal and instrumental music and drawing are taught, and a model school is attached for practice teaching.

During the year 285 graduates and 195 undergraduates of the State normal school taught in the State, an increase of 19 of the former and of 36 of the latter over 1883-'84.

## OTHER NORMAL TRAINING.

The cities of Hoboken, Newark, and Paterson include normal training in their public school systems. That at Newark had 35 young women in its course of 40 weeks under 4 instructors. In 1884-'85 the entire class graduated, of whom 34 were to engage in teaching, which they are permitted to do in the city without further examination. A model school is attached, which is said to be in excellent condition as to its attendance, discipline, and instruction; the accommodations both for the theoretical and training departments were entirely inadequate. The city appropriated \$1,500 for the maintenance of the normal school during the year.

## TEACHERS' INSTITUTES.

To defray the expenses of teachers' institutes the State allows \$100 for each county that may hold an institute. Where the teachers from two or more adjoining counties unite in holding the institute, each county receives \$100. The State board of education must prescribe rules and regulations for holding the institutes. All teachers are required to attend unless excused, and no deduction may be made from their salary for the time given to the institute.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

These schools are reported in most of the principal cities. That at Long Branch offers classical, scientific, and English courses, each covering 3 years, the classical being particularly designed to fit students for college. Newark has a similar arrangement. With an enlarged building and the organization of the school upon a broader and more liberal basis, with increased appliances for objective and experimental work, it is in close relation to the normal and training schools, and, through them, to the entire teaching force of the city. Paterson, with a high-school registration of 230 pupils, reports an advancement of the school towards a higher standard, and a gain of it in effectiveness and influence. Its library numbered over 12,000 volumes, and included a good proportion of historical and classical works. The Trenton high school has a 2-years' English course; Greek and Latin optional.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix. For summaries of their statistics, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN.

*The College of New Jersey.*—Princeton continued in 1884-'85 to maintain its classical, scientific, and elective courses, with a faculty of 39 members, and an enrollment of 519 students, representing 31 States, 1 Territory, and 3 foreign countries. Degrees conferred are M. A., B. A., M. S., B. S., and C. E. Three honorary LL.D.'s,<sup>1</sup> 4 D.D.'s, and 2 A.M.'s were conferred in June, 1884. Entrance examinations are held annually in all the principal cities westward to San Francisco, and in these examinations and in the regular undergraduate and graduate courses that follow them everything indicates thoroughness, while annual fellowships, prizes, and competitive scholarships help to stimulate students.

Other institutions reporting are Rutgers College, New Brunswick (non-sectarian), and St. Benedict's College, Newark, and Seton Hall College, South Orange (Roman Catholic). The first named offers excellent classical, scientific, special, and graduate courses of study, with numerous electives; the others preparatory, commercial, and classical courses of fair standard.

<sup>1</sup> President Arthur, Governor Abbott, and Judge Harlan, of the United States Supreme Court.



For statistics of these colleges, see Table IX of the Appendix; for summaries of them, a corresponding table in the report of the Commissioner, preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the Appendix; for a summary of them, a corresponding table in the report of the Commissioner, preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The 4-years' courses of instruction in the *Sterens Institute of Technology*, Hoboken, include training in elementary and advanced mathematics and their application to mechanical construction; mechanical engineering, including construction of machines; mechanical drawing; shop practice in mechanics; physics; chemistry; applied electricity; and marine engineering—all with excellent appliances and facilities for thorough scientific work.

*Rutgers Scientific School*, constituted by the legislature the State College of Agriculture and the Mechanic Arts, presents courses of 4 years in civil engineering and mechanics and in chemistry and agriculture; a special course of 2 years in agriculture; and post-graduate courses in the natural sciences, agriculture, and political and social science, each leading to its appropriate degree.

The *John C. Green School of Science* connected with the College of New Jersey, Princeton, offers courses in general science to the junior year; then elective courses in chemistry and mineralogy, biology and chemistry, biology and geology, and mathematics and mechanics; a course in civil engineering is also arranged. The branches open to special students include geology, mineralogy, biology, physics, practical astronomy, analytical and applied chemistry, assaying, and topography.

The course in civil engineering diverges from that of general science in the beginning of the freshman year, proceeding to measurements of lines and angles, to plane problems and descriptive geometry, topographical drawing, chain and compass surveys, and advancing to applied mathematics, constructions, and studies of terrestrial magnetism and electro-dynamics.

For statistics of scientific schools and scientific departments reporting, see Tables IX and X of the Appendix; for summaries of these, corresponding tables in the report of the Commissioner, preceding.

#### TECHNICAL SCHOOLS.

A technical school was opened during the year at Newark, under a law of 1881, which provides that when a city, town, or township shall raise \$3,000 for the establishment of an industrial school, the State will appropriate an equal amount for that purpose. Applicants for admission to the school at Newark must not be less than 16 years of age, and must be well grounded in common-school studies; the course of instruction covers from 3 to 4 years of 6 months each; the sessions occupying 5 evenings a week. Studies include algebra, geometry, trigonometry, descriptive geometry, physics, theoretical, descriptive, and applied chemistry, free-hand and mechanical drawing. Special instruction is given as to the care and proper use of tools. Number on roll February 23, 1885, 96, representing 18 different occupations.

At Montclair a technical school has been in operation since 1882, though not under the act of 1881. It is attached to the public school, and is under the supervision of the district board of trustees. The boys of the grammar schools are taught the proper use of wood-working tools, and the girls are instructed in needle-work. This industrial training may not interfere with the regular class work. The work of the boys is not unlike that of the manual training schools of Saint Louis, Chicago, Philadelphia, and elsewhere.

#### PROFESSIONAL.

THEOLOGICAL instruction is given in the Theological Seminary, Princeton, and the German Theological School of Newark, Bloomfield (both Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church, New Brunswick; and in the Theological Seminary of the Immaculate Conception, South Orange (Roman Catholic). All give at least 3-years' courses of study, Princeton and Drew adding post-graduate studies.

For statistics of these departments reporting in 1884-'85, see Table XI of the Appendix, and for a summary of them, the report of the Commissioner, preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF.

The *New Jersey School for Deaf-Mutes*, Trenton, a State institution founded in 1833, in 1884-'85, had 117 pupils, 51 of whom were girls. The common-school branches are taught, together with the industries of shoemaking and carpentering for boys, and

sewing for girls. Articulation is taught in separate classes, 2 of the teachers using this method exclusively. The State appropriated \$250 per pupil for the year. The institution owns 9 acres of land, valued, with buildings, etc., at \$100,000.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, Jamesburg, receives boys between the ages of 8 and 16 years. The number of different boys registered during the year was 426; 150 were released, indentured, or otherwise disposed of; absent on trial, and escaped, 7; remaining at the close of the school year, 269. The boys are divided into families, the State seeking to give the reforming influence of home, rather than the punishment of a work-house, and the plan has produced excellent results. Instruction is given in the elementary branches of learning, as well as in farm and shop work, the latter including shoemaking, tailoring, carpentry, blacksmithing, painting, and masonry.

The *State Industrial School for Girls*, Trenton, receives girls between the ages of 7 and 16 years, and in 1884-'85 reported 31 inmates being trained to lead lives of usefulness. The girls are divided into classes, so that all in turn are taught regularly how to wash, iron, and perform all household duties, and in the sewing-room they are taught to make and repair their own garments neatly.

*Newark City Home*, Verona, which gives educational, industrial, and reformatory training to the wayward youth of the city, sends no report for 1884-'85.

#### EDUCATIONAL CONVENTIONS.

##### NEW JERSEY STATE TEACHERS' ASSOCIATION.

This association held its twenty-seventh annual meeting at Newark, December 29-30, 1884, State Superintendent Ellis P. Apgar presiding. Superintendent G. H. Barton, of Jersey City, had prepared an interesting paper on the "Practical teaching of hygiene in the public schools," but, being too ill to attend, the document was read by Mr. Patton. The paper advocated this teaching as a means of showing the children that punishment is sure to follow any dereliction of the laws governing health. In the discussion which followed, Mr. C. J. Jacobs, superintendent elect of New Brunswick, said that the schools and scholars were the best means of doing the hygienic work, as they would diffuse it in homes and places where it would not otherwise be known. W. M. Griffin, of Newark, in a paper on the "Avenues of the mind," said, "Reason refuses to be crammed, but the dullest reasoning faculties in stupid pupils can be made to understand by gentleness and perseverance." The evening was occupied by Rev. W. E. Crowe in an address on "The teacher and his work." The exercises of the second day were opened by Principal John Enright, of Freehold, on "Methods of teaching spelling"; he said, "Words must be learned according to their phrases and sentences, and the spelling-book must go"; an idea which Professor Watson pronounced "absurd," saying that there was but one way to gain a thorough knowledge of spelling—classification and systematic study. Superintendent C. E. Meleney, of Paterson, read an interesting paper on elementary instruction, followed by Prof. J. W. Lycett, of Hoboken, on "Industrial education"; the latter asserted that industrial education is destined ultimately to gain great prominence in the nation. At the afternoon session Prof. John Greene, of Peddie Institute, Hightstown, in a paper on "How to extend the moral influence of the school," said that this influence ought to be a power; that there is no limit to the development of this power; and that there is no place in which to exercise moral influence more potent than the public schools. The music committee submitted a resolution recommending the use of the "Tonic sol-fa system" in the public schools of the State, which was unanimously adopted. On motion of Superintendent Meleney, a committee was chosen to ask of the legislature permission and appropriations to organize infant classes, to collect all possible information on the subject of such classes, and to report at the next meeting.

#### CHIEF STATE SCHOOL OFFICER.

HON. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Sixth term, March, 1882, to March, 1885. Succeeded by Edwin O. Chapman.]

## NEW YORK.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-21) .....	1,702,967	1,721,126	18,159	.....
Public school enrollment .....	1,000,057	1,024,845	24,788	.....
Average daily attendance.....	596,160	611,019	14,859	.....
Per cent. of school youth enrolled....	83.72	59.55	.83	.....
Per cent. of enrolled in attendance....	59.61	59.62	.01	.....
Per cent. of school youth in attendance.	35.00	35.50	.50	.....
Pupils in private or church schools...	121,460	124,816	3,356	.....
Number attending academies .....	34,162	37,043	2,881	.....
Number attending normal schools.....	5,084	5,039	.....	45
Number attending colleges.....	8,381	8,592	211	.....
Number attending medical and law schools.	3,036	3,153	17	.....
Whole number under instruction.....	1,172,180	1,203,388	31,208	.....
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
School districts reported.....	11,258	11,254	.....	4
Average school term, in days .....	168.5	179.0	10.5	.....
Volumes in district school libraries...	701,437	732,876	31,439	.....
Public school-houses .....	11,921	11,912	.....	9
Houses of brick or stone .....	1,749	1,759	10	.....
<b>TEACHERS.</b>				
Men teaching in public schools.....	6,424	6,021	.....	403
Women teaching in public schools.....	24,513	25,378	865	.....
Whole number of teachers .....	30,937	31,399	462	.....
Teachers employed 28 weeks or more.	21,411	21,824	413	.....
Teachers attending institutes .....	14,770	18,295	3,525	.....
Licensed through normal schools.....	1,259	1,208	.....	51
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of teachers .....	\$44.24	\$44.84	\$0.60	.....
Whole expenditure for public schools.	11,834,912	13,580,968	1,746,056	.....
Teachers' pay .....	7,985,723	8,762,950	777,227	.....
For sites, buildings, and furniture....	2,103,216	2,824,393	721,177	.....
Value of all public school property...	31,937,951	33,347,581	1,409,630	.....
<b>STATE SCHOOL FUND.</b>				
Amount of available fund.....	.....	3,264,600	.....	.....
Permanent school fund <sup>a</sup> .....	.....	7,867,422	.....	.....

<sup>a</sup> This includes \$4,602,822 not now available.

(From report of Hon. William B. Ruggles, State superintendent of public instruction, for the years indicated.)



## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The statistics for 1884-'85 present, as may be seen, an advance over 1883-'84 of 18,159 in school youth, of 24,788 in enrollment in public schools, and of 14,859 in average daily attendance. There were 403 fewer male teachers and 865 more females employed, with a slight increase in average monthly pay. An expenditure of \$1,746,056 more than in 1883-'84, with advances of \$1,409,630 in value of school property, and of \$777,227 in the aggregate paid to teachers, seems to indicate a considerable outlay for additional schools and school buildings. With this gratifying record of school work and school facilities, there yet remained 40.45 per cent. of school youth not accounted for. If from this be deducted the large attendance of 124,816 in private and church schools, those over 16 years of age employed in various industries, and those attending the higher schools, the above per cent. of non-attendance at school would be largely reduced, and an approximation reached to the real facts in the case.

The State superintendent thus emphasizes this view: "While the minimum of school age is as low as 5 years and the maximum as high as 21, the number of children of school age will continue to be largely in excess of the number in attendance in public schools. This excess, it should be remembered, includes a considerable proportion of children between the ages of 5 and 6 years, who have not yet been placed in school. It also includes a large class of persons attendant in the various universities, colleges, academies, and seminaries, with those under instruction in select schools, in families, and in numerous art, commercial, trade, and other technical and industrial schools. It includes the large number of young persons of both sexes under 21 years of age, who, having gone through a complete or partial course in the public schools, have engaged in business, as well as many such persons not in business, and others only temporarily out of school, whose names will hereafter reappear upon the school registers. It is not to be inferred, therefore, that this large excess represents, even approximately, the number of children in the State growing up in ignorance."

While this is true, it is also true that in many cities and towns, especially in the city of New York, school boards find it impossible to keep up with the increase of school youth under 16 years of age. In New York 3 new school buildings were opened during the year 1884, which had an average attendance of 5,500, and yet the superintendent says that, so far as discernible, no apparent diminution was produced in the attendance upon neighboring schools.

Among the encouraging features shown is an annual increase of teachers employed during the full legal school year. A better grade of teachers is indicated, too, by the expenditure of \$8,762,950 for teachers' wages during the year, \$497,497 more than in any previous year. A further indication of improved condition is that while enrollment has varied, the average attendance has been uninterruptedly increasing for the last 6 years. A large increase of volumes in school district libraries in 1884-'85, the superintendent says, does not break the force of the fact that these libraries have been steadily running down for over 30 years, having decreased from 1,604,210 in 1853, to 732,576 in 1885.

## ADMINISTRATION.

The State superintendent of public instruction has general supervision of all the public schools.

Academic, collegiate, and professional training are under the direction of a board of regents of the University of New York, the State superintendent being *ex officio* a member. For local administration there are school commissioners of one or more counties, called commissioners' districts, and boards of trustees of 1 or 3 members for ordinary school districts and of 3 to 9 in union districts. Teachers at the close of their engagements must report to the district clerk the prescribed school statistics, he to the trustees, they to the school commissioner, and he to the State superintendent, who reports to the legislature.

The school commissioners are elected for 3 years, district trustees for 2 or 3 years. No school commissioner or supervisor may be a school trustee, or a member of any board of education within his district or town; and no trustee can hold the office of district clerk, collector, or librarian. Every district and neighborhood officer must reside in his district or neighborhood, and be qualified to vote at its meetings. Women eligible as school officers may also vote at school meetings.

Public schools are free to all resident children 5 to 21 years old in their school districts.

For Indian children separate arrangements are made on reservations. School authorities of cities or incorporated villages may establish separate schools for colored

children, and must furnish facilities for instruction equal to those in schools for whites, of the same grade.

A compulsory law of 1876 requires parents and guardians to see that their children 8 to 14 years old attend school at least 14 weeks each year, unless otherwise instructed in the common school branches, and no child under 14 who has not so attended may be employed in any business during school hours under penalty of \$50. Training in industrial and free-hand drawing must be given in all the State normal schools, in at least one department of city schools, and in union free schools in districts incorporated by special acts, unless excused by the State superintendent. Boards of education in cities and villages designate the text books to be used in their schools, and no change can be made under 5 years except by vote of three-fourths of the board, or of the same proportion of the legal voters of the district.

#### SCHOOL FINANCES.

Public schools continue to be sustained from an annual tax of  $1\frac{1}{2}$  mills on \$1 of taxable property; from district taxes; from the income of a common school fund; from trust funds coming from the acquisition of real estate by gifts or otherwise; from such portion of the United States deposit fund as may be set apart for the purpose, and from certain fines and penalties. District taxes may be levied for sites, buildings, apparatus, libraries, fuel, etc., for supply of a deficiency in a former tax, or for paying teachers.

To entitle a district to State school moneys it must have sustained at least 1 school for 23 weeks under a qualified teacher the preceding year, and must have filed its annual report with the town clerk. No unqualified teacher may be paid from the public funds.

#### NEW LEGISLATION.

An act passed May 27, 1885, amends former acts as to the distribution of State school moneys, and requires that after deducting the usual annual amounts for salaries of school commissioners, city superintendents, libraries, etc., the State superintendent shall divide the remainder into 2 equal parts, and apportion one-half equally among the school districts and cities from which reports have been received, the other half (and also the library moneys separately) among the counties of the State, according to their respective populations, excluding Indians residing on their reservations. But as to counties in which are cities under special acts, he is to apportion to each city the part to which it appears to be entitled, and to the residue of the county on the same basis.

After October 1, 1885, each school commissioner is to have an annual salary of \$1,000. Any sum allowed him from the free-school fund by the supervisors of his district beyond this \$1,000 the supervisors must assess upon the towns composing his district, according to the rated valuations of property therein.

After August 20, 1885, no person under 16 years of age shall be considered a qualified teacher for a public school.

Every union free school district is to be subject, in all its departments, to the visitation of the superintendent of public instruction, who is charged with the general supervision of its board and management.

The superintendent is to establish such regulations as will furnish incentives to teachers to attend the institutes in the county or school district in which each is teaching, and such attendance is not to be allowed to work a forfeiture of contract or pay.

Provision is also made for instruction, in all schools under State control, as to the effects of alcoholic drinks, stimulants, and narcotics on the human system; and no certificate is to be issued after January 1, 1885, to any teacher in the public schools that has not passed a satisfactory examination in physiology and hygiene, with reference to the effects of such drinks, stimulants, and narcotics.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

City public schools are managed by local boards of education, under special statutes, varying in the nature of their provisions. They are also under the supervision of local superintendents (or clerks of local boards), who perform the duties of superintendents, and exercise powers and duties similar to those of school commissioners. Such superintendents report annually to their boards of education, and also directly to the State superintendent, transmitting whatever facts he may require.



## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Albany .....	90,758	35,900	13,720	9,740	250	\$219,923
Auburn .....	21,924	7,259	a3,596	2,740	82	67,679
Binghamton .....	17,317	5,954	3,709	2,755	81	56,606
Brooklyn .....	566,663	-----	96,927	59,093	1,437	1,508,427
Buffalo .....	155,134	69,500	27,611	17,152	491	514,162
Cohoes .....	19,416	7,135	b3,252	b1,942	53	36,907
Elmira .....	20,541	6,558	3,931	2,959	79	64,199
Hudson .....	8,670	3,700	1,404	903	24	13,010
Ithaca .....	9,165	2,733	1,809	1,266	32	67,173
Kingston .....	8,780	c3,015	1,861	1,154	33	31,460
Lockport .....	13,522	3,943	2,210	1,580	42	29,163
Long Island City .....	17,129	6,529	4,229	2,739	68	43,463
Newburg .....	18,049	6,712	3,440	2,459	71	58,633
New York .....	1,206,299	-----	300,459	150,924	3,898	4,443,890
Oswego .....	21,116	8,011	b3,706	b2,451	67	46,784
Rochester .....	89,366	37,000	14,152	10,662	314	275,704
Saratoga Springs .....	8,421	2,647	1,977	1,279	40	34,071
Syracuse .....	51,792	19,853	9,439	7,482	199	137,483
Troy .....	56,747	20,000	8,490	5,662	162	d119,877
Utica .....	33,914	13,983	5,865	3,930	148	104,627
Yonkers .....	18,892	8,076	b3,405	b1,931	b53	70,078

a Excluding 11 duplicates.

b Including evening schools.

c For only two-thirds of the city.

d Items not all reported.

## ADDITIONAL PARTICULARS.

*Albany* in 1884-'85 provided 24 public school buildings (10 for primary schools, 13 for grammar schools, and 1 for a high school), with 12,286 sittings, rated with other school property at \$502,000. School population and registered attendance were about the same as in 1883-'84, the enrollment gaining only 2, though there was a gain of 288 in average daily attendance, of 9 in teachers, and of \$16,781 in expenditure for public schools. The registered attendance was 38.22 per cent. of school youth and the number retained in attendance 27.13 per cent. Taking into account about 5,000 in private and parochial schools, 52.15 per cent. of school youth were under instruction some part of the year. No evening schools are reported. A training school is taught by the principal of the primary schools. Special teachers in music, drawing, German, and chemistry were employed, the last for one-half of the year.

The superintendent says that 3 years' trial of a continuous daily session, without a noon recess, has added to the effectiveness of the schools, and has been a positive benefit to the health of the pupils.

Discipline had improved. Only 1 in every 260 pupils received punishment from the rod. Cases of suspension were only of a temporary character. Measures were taken to devise a course of study in physiology and hygiene to meet the requirements of the new school law.

*Auburn* shows in 1884-'85 a falling off of 327 in school population, yet a gain of 28 in enrollment, of 106 in daily attendance, and of \$9,393 in expenditure for public schools. A new school building reported last year as under contract, to cost \$8,000, is supposed to have been completed, making 12 buildings, with 3,710 sittings. School property was rated at \$243,500. There were also 3 school buildings, with 1,200 sittings, for private and parochial schools. Comparison of attendance in the public schools with the school youth reported shows 49.31 per cent. enrolled, and 37.75 per cent. in average daily attendance. Counting the 1,200 pupils in private and parochial schools, 66.07 per cent. of school youth attended school some part of the year; and allowing the daily attendance in these schools to be 830, as reported, 49.19 per cent. of school youth were retained in average daily attendance by all classes of schools. But the test of the efficiency of a school system is in the average attendance of those between the ages of 6 and 16, as but a small fraction of other ages are enrolled. Of the 7,259 of legal school age (5-21), 406 were under 6, and 1,593 over 16, leaving 5,260 between 6 and 16. Of these the public and other schools retained 3,570 in average daily attendance, leaving 1,690 out of school.

Schools are classed as primary, grammar, and high, and were in session 194 days. No evening schools were reported. Special teachers in music and drawing were employed.

The superintendent says, "The year has been one of exceptional quiet. Everything has run smoothly."



*Binghamton* reports for 1884-'85 a well-proportioned advance on 1883-'84, there being an increase of 300 in school youth; of 225 in enrollment; of 178 in average attendance; of 13 in teachers; and of \$7,598 in school expenditure. Eleven school buildings were reported, school property being valued at \$236,661, an advance of \$8,250 beyond the previous year. Adding the 545 in private and parochial schools to those in public schools, the per cent. of school youth enrolled was 71.45, while in the public schools alone the average daily attendance was 46.27 per cent. The schools, primary, grammar, and high, were in session 198 days.

No evening schools reported, and no special teachers employed.

*Brooklyn* for 1884-'85 shows a fair advance on the previous year, there being a gain of 3,328 in registered pupils, of 2,375 in average daily attendance, of 82 in teachers, and of \$145,407 in expenditure for public schools. No additional school buildings are reported. The enrollment exceeded by 30,965 the seating capacity of the 61 school buildings, which, however, was greater than the average attendance. Of the children enrolled 3,614 were under 6 years of age, 1,613 over 16, leaving 91,700 between 6 and 16 as the permanent school material, for whom were needed 25,738 additional sittings. Schools were taught the full school year, 203 days. School property was valued at \$3,649,000. There were 61 schools under the control of the city board of education, including 1 training school for teachers, 1 central, 32 grammar, 25 intermediate and primary, and 2 "attendance" schools. The new school buildings erected during the last 2 years are said to be of superior internal arrangements, and the 2 recently built to be models of school architecture. Of the 14 evening schools, 2 are of high-school grade, and 1 for colored pupils.

*Buffalo* shows a rapidly increasing population, and much enterprise in the struggle to keep abreast with it in school accommodations. During the year school youth increased by 2,000, enrollment by 689, average attendance by 1,511, and public school expenditure by \$306,942. Of the 101 school buildings reported for 1884-'85, 46 were for private and parochial, and 55 for public schools, including those rented. Of those for public schools 18 were for primary schools, 36 for grammar schools, and 1 for a high school. The average number of teachers was 491, besides 4 special teachers—in music, drawing, penmanship, and German. The public schools enrolled 39.73 per cent. of school youth, and retained 24.63 per cent. in average daily attendance. If to the enrollment in the public schools be added 12,000 estimated as registered in private schools, it will be seen that 56.99 per cent. of school population were under instruction for some part of the school year, leaving 43.01 per cent. out of schools of any kind. Public schools were in session 197 days. No evening schools reported. School property was valued at \$1,014,280.

*Cohoes* in 1884-'85 went in all points beyond 1883-'84. With 664 more school youth, 471 more were enrolled, 250 more were retained in average attendance, 1 more teacher was employed, \$833 more were expended for public schools, and 148 more sittings for study provided, making accommodations for 2,123 pupils, or 181 more than the average attendance. Private schools report 3 school buildings, 7 teachers, 600 enrolled, and 400 in average attendance. The statistics show that the combined enrollment of all these schools amounts to 53.99 per cent. of the school youth, thus leaving nearly one-half of them out of school. But of the 7,135 school youth, 2,915 were over 14 years of age, and only 61 over 16 appear in the enrollment. This indicates that most, if not all, the able-bodied youth over 14 or 16 who were not in higher schools were employed in the industries of the city, and needed no day-school accommodations. Night schools were taught 96 evenings in 5 day-school rooms, with 778 enrolled and 194 in average attendance, under 8 teachers. Day schools were in session 202 days. School property was valued at \$123,718.

*Elmira*, in 1884-'85, though making but small advance on 1883-'84, has a pleasing record of school work. The 3 public school buildings with 3,950 sittings afforded ample room for the public school enrollment, these sittings being exclusive of 300 in a building held as a relief. There was a night school with 3 teachers, a registry of 204, and an average attendance of 102. Private schools had 3 school buildings with 700 sittings, 11 teachers, a registry of 600, and an average attendance of 425. The aggregate enrollment shows 72.20 per cent. of school youth under instruction some part of the year, and 53.16 per cent retained in average daily attendance. The public schools were in session 196 days. One special teacher in music was employed. Public school property was rated at \$345,000, \$20,000 being for apparatus.

*Hudson* in 1884-'85, with a gain of only 60 in school youth, goes beyond the previous year 210 in enrolled attendance, 57 in average attendance, and 2 in teachers, expending \$1,751 more for public schools. There were 8 school buildings, with 250 sittings for primary schools, 300 for grammar schools, and 200 for a high school. While these accommodations were ample for the registered attendance, they left 2,250 of the school youth unprovided for by the city system. Of this number 650 were in private schools, leaving 1,600 still without school room or instruction. It must be considered, however, that about one-third of school youth reported are over 16 years of age, have graduated from the common schools, and are in employments or in higher schools.

Two special teachers—in music and German—were employed. Public schools were taught 203 days. School property was rated at \$55,000.

*Ithaca*, while it expended \$43,356 more for public schools than in 1883-'84, fell behind 275 in school population, 246 in enrollment, 145 in average daily attendance, and 3 in teachers. There were 6 public school buildings, affording 934 sittings for primary schools, 683 for grammar schools, and 224 for a high school, being 32 more than was needed for the enrollment. Private schools enrolled 400, holding 260 in average attendance. Notwithstanding the falling off above noted, the public schools registered 66.19 per cent. of school youth, 46.32 per cent. of whom were held in average attendance. The entire school force, public and private, enrolled as high as 83.75 per cent. of school youth, leaving only a little over 16 per cent. out of school, but not therefore necessarily illiterates. Public schools were taught 196 days; school property was valued at \$126,000.

The erection of a new school building seating 234 pupils of the high and 280 of the grammar school, may account for an outlay of \$43,356 in excess of last year.

*Kingston* school district, including two-fifths of the city, reported for 1884-'85 primary, junior, senior, and academic schools. A return shows 5 school buildings with 1,690 sittings, but slight changes on all points from 1883-'84, except a falling off of 87 in average daily attendance, and of \$15,607 in public school expenditure. The public schools registered 61.72 per cent. of school population, all schools in the district combined 72.21 per cent., public schools holding 35.27 per cent. in average daily attendance. Special teachers in music and drawing were employed. Public schools were in session 196 days; the property connected with them was valued at \$172,500. No evening school reported.

In conformity with the recent act of the legislature, physiology has been taught orally in all the grades below the academic since January 1, 1885. The superintendent says that the results have been quite satisfactory. A large majority of the teachers made special preparation and acquitted themselves well. The use of a suitable text book on physiology and hygiene is recommended for the senior grades. The schools were in good condition.

*Lockport* in 1884-'85 falls behind 1883-'84 by 57 in school youth, 189 in enrollment, 63 in average attendance, and 2 in teachers, while the expenditure for public schools was \$537 more. The 7 school buildings (same as year before) had 1,134 seats for primary schools, 1,275 for grammar schools, and 253 for the high school, showing 457 more sittings than the enrollment for the year; 56.05 per cent. of school youth were registered, or counting in the 500 in private schools 68.73 per cent., leaving 1,233 of the children and youth of legal school age in the city in no school. Of the public school enrollment 130 were under 6 years of age, and 254 over 16. No evening school is reported for those who cannot attend day schools, nor kindergarten for those under 6 years. There were special teachers in penmanship, German, and French. Public schools were taught the full school year—199 days, and school property was valued at \$105,000.

*Long Island City*, while losing 234 in school population, as compared with 1883-'84, gained 51 in enrollment, 225 in average attendance, 13 in teachers, and expended \$3,977 more for public schools. The registered attendance was 64.77 per cent. of school youth, and with 385 in other schools was 70.67 per cent., while 41.95 per cent. were retained in average daily attendance by the public schools. The public schools were taught the full school year, 202 days. Public school property was rated at \$70,200. No evening schools nor special teachers reported.

*Newburg* shows a gain of 513 in school youth, and of 127 in enrollment. The 71 teachers employed seem to have done at least as well as previously, retaining 35.63 per cent. of school youth, and nearly 72 per cent. of the enrolled, in average daily attendance. Counting the 681 in private schools, 61.39 per cent. of youth of school age were registered in the schools of the city, leaving 2,591 out of school. This number probably represents the average school youth over 16 years of age, who have graduated from the common schools, and are pursuing studies in higher ones, or are engaged in the industries of the place. So long as the school age extends from 5 to 21, about one-third may safely be thus accounted for. Public schools were taught 206 days. School property was rated at \$184,000.

*New York City* embraces in its public school system, or under its supervision, 300 schools, consisting of a normal college and a training school connected with it, 46 grammar schools for males, 47 for females, 13 for both sexes, 75 primary departments of grammar schools, 40 primary and 28 evening schools, 1 nautical school, and 48 corporate, industrial, reform, and orphan schools.

These all in 1885 enrolled 300,459 pupils, with an average attendance of 150,924, employing 3,893 teachers, including 77 in drawing, music, German, and French, with an expenditure of \$4,443,890.

To meet the demand for more school room 3,300 sittings in new buildings were added during the year, and preparations made to increase the number to 12,000 in the near future. Action was also taken to improve the ventilation and sanitary condition of all the new school buildings.



The 23 evening schools (one of them a high school with 27 teachers) report excellence in instruction and discipline. They registered 19,731 pupils, with an average attendance of 7,065.

Foreigners studying English were 6,628, with an average attendance of 2,221. Pupils over 21, 4,301. School books and stationery are furnished by the Board, the expense for the year 1884-'85 being \$146,072. The nautical school shows an increase in number of pupils over 1884. The school course during the winter of 1884-'85, and the instruction in seamanship and navigation during the summer cruise, are said to have been carried out satisfactorily. The College of the City of New York, a most important factor of the public school system, reports, for the year ending June 25, 1885, 696 students: in its department of arts, 225; in that of sciences, 334; in the 3-years special course, 137. At the examination for admission, of 1,048 applicants 624 were admitted, making the roll of the college 1,236, an increase of 145 over 1883-'84.

Among changes in the course of study, for the grammar and primary schools, the most important was a required instruction in physiology and hygiene, with reference to the effects of alcoholic drinks and narcotics on the human system, as required by State law. To enforce this, the board made it the duty of the principals to deliver to their pupils at least once a month lectures on this subject of about 20 minutes in length, in general accordance with a prepared "syllabus of topics."

*Oscego* in 1884-'85 made small gains over 1883-'84, employing 4 more teachers and expending \$407 more. The 23 school buildings reported for last year were reduced to 20 in 1884-'85, but with 465 more sittings, indicating improvement in school accommodations. These provided 1,660 seats for primary, 1,150 for grammar, 75 for ungraded, and 500 for high schools.

The public schools enrolled 64.26 per cent. of school youth, and with 1,140 in private schools, the entire registered attendance was 60.42 per cent., the private schools enrolling nearly one-third. Public schools were in session the full school year, 197 days, at an expenditure of \$46,784, and with property valued at \$179,230.

*Rochester* in 1884-'85 continued its commendable struggle to keep up in school accommodations with a rapidly increasing population. Thirty school buildings were reported, with 12,116 sittings for study, which failed by 2,036 to equal the enrollment. The public schools, classed as primary, grammar, and high, enrolled 639 more than in 1883-'84, held 820 more in average daily attendance, employing 13 more teachers, and yet the enrolled reached only 38.25 per cent. of school population; allowing 7,500 in private schools, but 58.52 per cent. were registered in all classes of schools. The public schools, taught 196 days, had property valued at \$586,930. This apparently bad showing is largely relieved by the allowance of about one-third of school youth to be over 16 years of age, which accounts for 12,333 as in employments suited their age. Then in the number enrolled we find 552 of 16 years of age, which reduces the number out of school to 2,421, many of whom may be disabled from various causes.

*Saratoga Springs* in 1884-'85 presents 74.63 per cent. of school youth enrolled, under 35 female and 5 male teachers, who held 64.69 per cent. of the enrolled in average daily attendance. With 77 in private schools, 77.6 per cent. of school youth were enrolled, leaving 593 out of school. Public schools were in session 205 days of the school year, at an expenditure of \$34,071. Special teachers in music and drawing were employed. School property was valued at \$100,000.

*Syracuse* still embraces in its school system primary, junior, senior, and high schools, with a course of 8 years below the high. For this last see "Secondary instruction," further on. A return shows an increase over 1883-'84 of 969 in school population, of 224 in enrollment, of 384 in average daily attendance, of 7 in teachers, while school expenditure was \$7,379 less. The public schools registered 47.55 per cent. of school youth, and held 79.27 per cent. of enrolled in average attendance. Adding 2,443 in private schools, 59.86 per cent. of school youth were under instruction, leaving 7,966 apparently unprovided for. The 18 school buildings, with 8,984 sittings for study, fell short of the enrollment by 455. Special teachers in drawing and penmanship were employed.

A training school supplies more than one-fourth of the teachers, who are said to be superior to those formerly employed. The superintendent expresses his gratification with the general improvement, especially so with the better attendance, as indicating more efficiency in work. From this pleasing view he turns with much concern to the large percentage of school youth not in school. According to his estimate, after eliminating those over 16 years of age, who may be otherwise employed, there were 2,138 of proper school age out of school. He regards the only remedy for this evil to be in the recent action of the board of education, which contemplates a vigorous enforcement of the new truant law. He regards it as unfortunate that the school age covers so long a period, as the number registered above 16 is so small as to add almost nothing to the attendance roll, and yet are included in the number of school youth not in school. He would have school age reduced to 6-16.

*Troy* classed its public schools as primary, intermediate, grammar, and high; and, according to a return, gained 192 in pupils enrolled and employed 6 more teachers.



These schools registered 42.45 per cent. of school youth, holding 66.69 per cent. of enrollment in average daily attendance. With 2,500 in private schools, only 54.95 per cent. of the 20,000 school youth were registered in all the schools.

The superintendent says that in several schools the work of the past year has been prosecuted under difficulties, from replacing old buildings with new ones and procuring, in the process of building, suitable rooms elsewhere. Never in the history of the schools has so much been done, in a single year, to provide comfortable accommodations for the children of the city. Three new buildings were practically completed and ready for occupancy, all of them 3-story brick structures, with basements, and an aggregate of 54 well lighted rooms, the arrangement of seats being conformed to the advice of ophthalmic surgeons, while 2,262 sittings were furnished with the latest form of single seats; entire new furniture and excellent heating apparatus were provided; all had play-rooms in the basement, the yards being reduced to a minimum, as mid-session general recesses no longer prevail. The entire cost was about \$122,000.

The city report gives no indication of evening schools. Special teachers in music and drawing were employed. Public schools were taught 200 days. School property was estimated at \$410,000.

*Utica*.—A return for 1884-'85 shows an increase over 1883-'84 of 1,122 in school youth, of 243 in enrollment, of 85 in average daily attendance, and of \$21,452 in expenditure for schools. The enrolled exceeded the sittings of the 18 school buildings by 1,137, indicating considerable change in pupils. There were 2,802 enrolled in the primary, 2,502 in the grammar, 150 in the high, and 411 in evening schools. While these retained 67 per cent. of enrolled in average daily attendance, only 41.94 per cent. of school youth were registered in the public schools, 2,191 being reported in private schools. Evening schools were taught by 8 teachers, with an enrollment of 354 men and 57 women. A special teacher in music was employed. The public day schools were taught 195 days. School property was rated at \$371,766.

*Yonkers* for 1884-'85 presents a gratifying record of advance at all points. With an increase of 820 in school youth, there were, including evening schools, 862 more enrolled, 12 more teachers, and an increased expenditure of \$2,835. An additional school building makes 7 in all, with 1,300 sittings for primary schools, 621 for grammar schools, and 149 for a high school. The public schools registered 42.16 per cent. of school youth, and the 1,800 in private schools made the whole enrollment 64.45 per cent. The public schools held 56.71 per cent. of their enrolled in average daily attendance. Evening schools enrolled 353 men and 159 women under 10 teachers. Special teachers in music and drawing reported. Schools were in session 197 days, being the entire school year. School property was valued at \$169,000, an increase of \$31,551 over last year.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

A teacher of public schools must present evidence of competency, such as a normal-school diploma, a certificate of qualification from the State superintendent, school commissioner of the district, or school officer of a city or village in which he is employed.

By a law of 1882, pupils trained in teachers' classes under the supervision of the regents of the University of New York, who pass an examination prescribed by the regents under the supervision of school commissioners, are licensed to teach.

### STATE NORMAL TRAINING.

The State continues to sustain 8 normal schools, viz, at Albany, Brockport, Buffalo, Cortland, Fredonia, Genesee, Oswego, and Potsdam. These are all under the supervision of the State superintendent, the regents of the university having joint charge with him over the one at Albany. In these schools tuition and the use of text-books are free. Each county is entitled to twice as many pupils as it has representatives in the Assembly; and when the quota of a county cannot be filled with qualified candidates, eligible ones from other counties may come in. All must be at least 16 years of age, healthy, of good moral character, of average ability, and must pass an examination in the elements of a good English education. Appointments are made by the State superintendent on the recommendation of school commissioners or city superintendents. The school at Albany presents but one course of 2 years; the others have elementary and advanced English courses of 2 years, and classical courses of 3 years.

The aggregate attendance in 1884-'85 was 2,471, an increase of 78 over 1883-'84; graduates for the year, 327, an increase of 27; whole number graduated since organization, 6,160. The whole number of teachers holding normal diplomas was 51 less than in 1883-'84, and 72 less than in 1882-'83; rather discouraging, says the superintendent, to those who are hoping to see the public schools largely supplied with normal-school graduates.

## OTHER NORMAL TRAINING.

The *Normal College of the City of New York*, admitting 698 students in 1885, registered 1,553, with an average attendance of 1,416, of whom 1,010 were studying French and 543 German, and 236 graduated from its 4-years course of study. At the examination in June, 1885, 933 candidates were from the female grammar schools, of whom 157 were marked an average of 90 per cent. or more, some going as high as 97 per cent.

The instruction of teachers' classes in academies and union schools under the authority of the regents of the university is reported to have been conducted during the year very satisfactorily. A rigid supervision has been maintained. Students have been held to a strict account in the observance of regulations. The requirement that all candidates for admission must pass the preliminary examination of the regents exerted a wholesome influence in improving the character of the membership; and although the number under this system has been reduced, the quality of teachers sent out was greatly improved. Much of this increased efficiency in the instruction given is attributed to the earnest and intelligent efforts of the inspector of teachers' classes, Dr. A. B. Watkins, who visited 106 of the 111 classes during the year.

In pursuance of the law of 1884, instruction will be given in physiology and hygiene in the teachers' classes and schools under the control of the regents.

In 1884-'85 there were 143 academical and free union schools in which teachers' classes were taught. These classes enrolled 2,348 students, an increase of 473 over 1883-'84.

## TEACHERS' INSTITUTES.

The law requires each school commissioner to organize an annual teachers' institute in his district, or a combined one in concert with other commissioners in the same county, subject to the advice and direction of the State superintendent.

By a law of August, 1885, public schools in districts and parts of districts where such institutes are held must be closed during the session, or forfeit their share of the public school fund for the time taken for the institute, the same to be deducted from the pay of teachers that violate the law. Districts closing their schools to allow their teachers to attend these institutes receive their share of public funds for payment of their teachers while attending. In the calendar year 1885, teachers' institutes were held in each of the 58 counties of the State, exclusive of New York and Hamilton. In 14 counties 2 institutes were held, making the aggregate number 72, with an attendance of 18,295.

## SCHOOL JOURNALS.

The leading educational journals in this State in 1884-'85 have been the *School Journal*, a weekly, published at New York City, which reached its thirtieth volume in July, 1885; the *Teachers' Institute*, a monthly abstract of the previous one, published up to December, 1883; the *School Bulletin*, Syracuse, a monthly, in its eleventh volume in 1885; and the *Industrial News*, published monthly by the Inventors' Institute, Cooper Union, in its sixth volume in 1885. The *Summary*, published weekly, at the New York Reformatory, Elmira, makes its first appearance at this Bureau in its third volume, 1885.

## SECONDARY INSTRUCTION.

## ACADEMIES AND HIGH-SCHOOL DEPARTMENTS.

The secondary schools of the State are (1) incorporated academies governed by boards of trustees and supported mainly by tuition fees; (2) academical departments of union schools controlled by boards of education and supported chiefly by local taxation.

Under a law of 1864 authorizing union schools to adopt as academical departments academies existing in their districts, the number of academies has annually decreased, while the academic departments proportionally increased. In 1865-'66 there were 190 academies, and but 22 academical departments; in 1883-'84 there were only 75 of the former and 125 of the latter. In this progress of events, the weak and unendowed academies have been carried down, while the strongest have survived. This rapid increase in the number of academical departments of union schools is one of the most remarkable facts in the educational history of the State. Numbering nearly 200, they are found in every city and nearly every village. They form an important element in the public school system. To avoid too large an increase, and consequent inferiority, the regents two years ago raised the condition for the admission of academical departments to their visitation. As showing the grade of instruction in these schools, it is stated that, of 260 principals, 182 were graduates of colleges and 34 of normal schools. There were under the care of the regents in 1883-'84, in the 260 institutions, 1,309 teachers, 34,162 scholars, of whom 10,873 were academical, sustained at an expenditure of \$1,355,119 for the year. The State appropriates annually \$40,000 to their



support; the balance is from local taxation and tuition fees. Since 1851 the State has annually appropriated \$3,000 to purchase books and apparatus for these schools, increasing it in 1884 to \$6,000. The whole amount thus given, including that for 1885, is \$164,812, which, as it insured an equal sum by the schools, shows \$329,625 expended for books and apparatus. Of the students, 6,906 were pursuing classical studies, 2,400 were preparing for college, and 30,792 were in elementary studies.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix; for summaries of same, see the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### UNIVERSITY OF THE STATE OF NEW YORK.

The board of regents of the University of the State of New York, established May, 1784, made its 98th annual report in January, 1885. As this completed a century of its work, the celebration of it was held in connection with the annual university convocation in July, 1884, an account of which see further on, under "Educational conventions."

This university is composed of all the recognized colleges—academies and academical departments of union schools coming in as preparatory schools. There are on the university list 52 incorporated colleges, including both literary and professional institutions. Of these, 47 report in 1883-'84 a total of 752 instructors, 11,417 students, and 1,611 graduates. Twenty are colleges of arts for both sexes, leading to the degree of A. B.; 5 are exclusively for women, though only 4 report for 1884; 16 are medical, and 4 are law colleges. They owned property valued at \$22,812,836, and expended for the year, \$1,724,868.

No institution of the collegiate grade was added during the year. The condition of the colleges is reported to have been one of marked prosperity, with steady progress in the acquisition of funds for endowments and enlargement of courses of instruction. In some there has been activity in providing new courses and greater facilities for instruction. Since June, 1883, Columbia College, New York City, has offered a course of study to young women equivalent to that for young men, extending over 4 years, to be pursued under the general direction of the faculty, the manner and place of study being left to the discretion of the student. Another recent step in the right direction is the establishment, by the same college, of a school of library economy, to meet the demand for trained librarians. Instruction is given by lectures, courses of reading, conferences, and actual observation of and experience in library work. The college library, containing 60,000 volumes, has recently been moved to a new fire-proof building.

The catalogues and returns from 23 collegiate institutions for 1884-'85 show that the activities and prosperity of the previous year continued. Few report changes during the year. The St. Lawrence University extended its theological course to 4 years, instead of its previous 3.

*Cornell University* reports the most successful year since its organization. A lady principal of Sage College was appointed, and all lady students who have no valid reason for living elsewhere were required to reside at the college. During the year, there was, for the first time in the history of the university, a body of fellows, in accordance with a statute adopted at the last previous meeting of the board. There were 7 fellowships connected with the various departments, each held by a graduate elected by the faculty. There was also established during the year a system of university scholarships, founded on a fund made up by individual members of the board, which provides for 36 in all, or 9 every year for 4 years, the annual value of each to be \$200. Nothing, says the president, that this board has done, has shown its value more immediately and conclusively, resulting in a great and sudden increase of students of a high grade of preparation. There was no change in the general course of instruction, but every course felt the benefit of the increase of facilities for study, the library having been increased by 3,926 bound volumes, making a total of 54,379, and 15,625 pamphlets. The university was perfecting a system for the instruction of teachers, similar to that of the University of Michigan.

In *Columbia College* a successful effort was made to subdivide classes without increasing the expense by an increase of instructors. When a vacancy occurs among the instructors, instead of employing another of the same grade, 2 or more fellows with tutorial duties take his place. In the retirement of Mr. Hopkins, professor of Latin and Zend, the college sustained a great loss.

At the beginning of the year the school of mines occupied its new building; summer schools of surveying, mechanical engineering, and practical mining were held, the usefulness of which was questioned.



Donations and bequests to colleges during the year have not been large or numerous. St. Stephen's received \$12,000, in small sums, for buildings; St. Lawrence University, nearly \$2,000, for deficiency of income; Ingham University \$5,000, to defray expenses College of St. Francis Xavier \$100,000, from Mr. John F. O'Conner, a graduate in 1872; Rutgers College \$5,000 each from 2 friends; Syracuse University \$122,000, from various individuals and conferences, for a general endowment fund.

Of the 25 universities and colleges belonging to the university system of the State 15 are exclusively for young men, 5 for young women, while Alfred, St. Lawrence, Cornell, and Syracuse Universities, with Columbia College, admit women, all but the last on the same terms as men.

For detailed statistics of colleges and universities, see Table IX of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The 5 institutions of full collegiate rank exclusively for young women are Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Le Roy; Rutgers Female College, New York City; and Vassar College, Poughkeepsie. Elmira College received from various sources during the year benefactions amounting to \$51,000.

For full statistics of these colleges and other schools for the higher instruction of young women, see Table VIII of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The *United States Military Academy*, West Point, established in 1802 and sustained by the General Government for the training of officers for the Army, shows no material change from 1883-'84. The studies are in departments of natural and experimental philosophy; of modern languages; of drawing; of mathematics; of chemistry, mineralogy, and geology; of history, geography, and ethics; of tactics; of law; of civil and military engineering; of ordnance and gunnery; and of practical military engineering. The course covers 4 years with 4 corresponding classes. To advance from one class to another the cadet must pass a satisfactory examination before the academic board. In 1884-'85 there were 45 cadets discharged, and 11 resigned, leaving 264 at end of year. Thirty-nine graduated, of whom 5 were marked as "distinguished cadets," and their names placed on the next Army Register. Admitted for 1885-'86, 78.

The board of visitors, June, 1885, recommend some changes in the studies of the academy, viz: (1) that it should no longer be regarded as a technical school in mathematics, physics, or chemistry, but as primarily a *technical school for war*; (2) that these studies be taught for the sole purpose of fitting the cadets to pursue the technical study of war in the most thorough manner. They say that no theoretical instruction in military subjects is given in the first 2 years of the course, and that in the third only 23 hours in all are given to military recitations, professional topics not being reached till the fourth and last year. In the opinion of the board, this ought to be so changed that some strictly military subject should be taught in each year; that such changes be made in the courses of study as shall allow more time for the science and art of war, and for those professional studies which directly fit the graduated cadet for military service. On the whole, the board of visitors express their high opinion of the instruction given; that in their best judgment the whole department of instruction is in a highly effective state, every cadet having been recommended as proficient by the academic board.

The *Agricultural and Mechanical College of New York*, a department of Cornell University, Ithaca, continues its scientific courses leading to degrees in agriculture, architecture, civil engineering, and mechanical engineering. Other scientific schools are Rensselaer Polytechnic Institute, Troy, a school of civil engineering; the School of Mines of Columbia College, conferring the degrees of engineer of mines, civil engineer, bachelor of philosophy, and doctor of philosophy to advanced students; and the scientific department of Cooper Union, with a mathematical and scientific course of 5 years. The University of the City of New York, Union College, and Syracuse University also give instruction in civil engineering and in general science, while a majority of the other collegiate institutions offer courses for the degree of Sci. B. A College of Electrical Engineering in the city of New York is established to enable men and women to acquire a scientific and practical knowledge of the systems of submarine and inland telegraphy in use in this and other countries. It presents a theoretical and practical course extending over 6 months and embracing 13 different topics of study.

## PROFESSIONAL.

**THEOLOGY.**—Of the 13 institutions of this class, 3 are Protestant Episcopal, 2 Presbyterian, 2 Baptist, 1 Lutheran, 1 Christian, and 1 Universalist, all offering 3-years courses, generally following college graduation or an examination of non-graduates. Of the 3 others, which are Roman Catholic schools, St. Bonaventure has a 3-years course following a college course; the Seminary of Our Lady of Angels a 5-years course of ecclesiastic and other studies following a 2-years preparatory course; and St. Joseph's Seminary courses of 4½ to 5 years, including 2 preparatory years.

For statistics of the above institutions for 1884-'85, see Table XI of the Appendix; for summaries of same, see the report of the Commissioner preceding.

The *Chautauqua School of Theology*, organized in 1881 under a charter from the State of New York, began its operations in August of that year with a board of trustees, a president, a dean, a general secretary, 7 counselors of high repute in different denominations, 8 department deans (including several of the above, with others). The work is done by the students at home, each department and course being under the care of a dean who directs the reading, studies, and examinations by correspondence; if the latter are satisfactory to the counselors, the degree of B. D. is conferred. The studies of the 8 departments comprised in the course may be completed in 5 or 6 years.

**LAW.**—The following schools of law are recognized as of proper standard by the board of regents of the university: The Albany Law School, Albany, a department of the Union University; the law department of Hamilton College, Clinton; the School of Law in Columbia College, New York City; and the law department of the University of the City of New York.

**MEDICINE, DENTISTRY, AND PHARMACY.**—Sixteen medical institutions in the State were recognized in 1883-'84 by the regents of the university. Of 12 reported by the Illinois State Board of Health, 9 were regular, 2 homœopathic, and 1 eclectic. The College of Physicians and Surgeons in the City of New York, Long Island College Hospital, Bellevue Hospital Medical College, College of Medicine of Syracuse University, and the Medical Department of the University of Buffalo recommended but did not require a 3-years graded course. The Albany Medical College, Woman's Medical College of New York Infirmary, and Medical Department of Niagara University required a 3-years graded course. The last mentioned recommends an extension to 4 years. These colleges present sufficient and competent corps of professors and assistants, as required for recognition by the Illinois State Board of Health, the range being from 18 to 54. The time of regular annual sessions for 1883-'84 ranges from 22 to 34 weeks, the Woman's Medical College of the New York Infirmary having 32, and the College of Medicine at Syracuse University 34 weeks. The rules prescribed by the Illinois State Board of Health as to attendance and examinations, dissections, clinics, hospital attendance, length of graduating courses, age, and character, are substantially complied with by all. The aggregate matriculation of these 9 schools in 1883-'84 was 1,990; graduates, 581.

The New York Medical College Hospital for Women (homœopathic), New York City, provides and requires for graduation a 3-years graded course of study, while the Eclectic Medical College of the City of New York does not require it.

These schools meet fully the absolute requirements of the Illinois State Board of Health, as heretofore specified.

The *New York College of Dentistry*, New York City, reports in 1884-'85, besides 2 years of private tuition, a course of study covering 52 weeks each year, 20 being devoted to a lecture course and 32 to practical dentistry. Those who complete the full course and pass the required examinations receive the degree of D.D.S.

The College of Pharmacy of the City of New York and the Albany College of Pharmacy, a department of Union University, show in 1884-'85 each a 2-years course, the former of 22 weeks, the latter of 20 weeks each year. To secure the degree of Ph.G. the requirements in both are attendance on 2 full courses of lectures; in the former 4 years of experience, in the latter 3½ years, with a reputable pharmacist, a thesis, and the passing of a final examination.

**VETERINARY SURGERY.**—The New York College of Veterinary Surgeons and the American Veterinary College, both of New York City, show large faculties and ample requirements for graduation. The former has a course of 2 years, the latter of 3, both with annual sessions of 26 weeks. The attendance for 1883-'84 at the former was only 4, while at the latter it was 92, graduates 22. In 1883-'84 the Columbia Veterinary College of New York City was consolidated with the American Veterinary College under name of the latter.

For statistics of medical schools see Table XIII of the Appendix; for their summaries, see the report of the Commissioner preceding.

**AUXILIARY AND POST-GRADUATE INSTITUTIONS.**—The *New York Polyclinic*, New York City, organized 1882, is strictly a school of clinical medicine and surgery, with no didactic lectures, and none but practitioners admitted. Professors, instructors, and assistants, 66. Clinics are held daily throughout the college year.



The *New York Post-Graduate Medical School and Hospital*, New York City, a clinical school, also organized in 1882, employs 68 professors and assistants. The regular term occupies 8 months.

**LAW REGULATING THE PRACTICE OF MEDICINE AND SURGERY.**—The degree of M.D. is conferred by incorporated medical colleges and universities of the State, which constitutes a license to practice physic and surgery in the State, provided that the person record his license, with his name, residence, and place of birth, in the clerk's office of the county where he intends to practice.

The Regents of the University of the State of New York are authorized by law to appoint medical boards of not less than 7 licensed physicians and surgeons to examine candidates for the degree of M.D., referred to them by the chancellor. Very few, however, apply to the board for examination, only 10 having received the degree from the regents in 12 years. They regard the further maintenance of these boards as unnecessary. They say that were some plan undertaken for requiring a State license of all who enter upon the practice of medicine, the machinery, now comparatively useless, would be of great service.

## SPECIAL INSTRUCTION.

### SOCIETIES FOR THE PROMOTION OF HOME STUDIES.

The *Chautauqua University of Correspondence Schools* had its origin in the Chautauqua Summer School of Languages, which held its first session in 1879, and, lasting only 6 weeks, needed to be supplemented to secure any lasting benefit. This was attempted by correspondence with the department professors, but failed. There was a lack of the vitalizing power of a teacher's presence and the bond of union which thence ensues; acquaintance had been too brief; the student had no incentive to persistent effort; there was a want of system; correspondence was irregular and unsatisfactory. The year 1880-'81 witnessed a new effort for an after-school course of study, with the conviction that there were great possibilities in the after-school idea, if only a true method could be found. In 1882, after much deliberation, a plan for correspondence schools with a regular course of study each year was adopted. Each professor was pledged to a definite amount of work. This plan succeeded. For 3 years teachers and students worked successfully, and though there were difficulties, the schools achieved a fair success. The students made notable progress, and so far as the study of languages was concerned the problem was solved. Then came another question: Why may not the subjects in a college curriculum be taught by correspondence? This question settled, the next step was the organization of the university and its incorporation by the State of New York in 1883.

In this organization the professors identified with the correspondence schools were retained, while the schools which had achieved success by the efforts of the Chautauquan officials and the prestige of the Chautauquan name, were merged in the new university. In it, the student who cannot reach the college has its substitute at home, and with its curriculum may reach a diploma and degree. All this with only a yearly tuition fee of \$10, and a matriculation fee of \$5, which, with the large number of students from every State and Territory in the Union, provides for the salaries of professors and all other expenses.

At the Chautauqua Assembly in 1885 the plan of the university was completed, comprising: (1) the department of the assembly; (2) the summer session of the school of languages; (3) the Chautauqua literary and scientific circle; (4) the school of liberal arts; and (5) the Chautauqua press. Advanced plans for work in all these departments were provided for. Extra pains were taken in preparation for the school of liberal arts. Each section is in charge of some eminent leader. It is claimed that there is a university breadth in the variety of studies which this school offers, while the courses for the different sections are as exacting in their requirements as similar courses in any university known.

### EDUCATION FOR POLITICAL LIFE.

Columbia College, New York City, opened its school of political science in 1880, with a course of 3 years, conferring the degree of Ph. B. on those completing the first year, and that of Ph. D. on the completion of the full course. No report since 1883-'84.

Cornell University, Ithaca, continued in 1884-'85 its 4-years course in history and political science, leading to the degree of Ph. B., the first 2 years being mainly introductory.

### TRAINING IN ARTS AND TRADES.

The rapid progress of industrial education, especially in arts and trades, has called into existence during the year an important and timely organization, the *Industrial Education Association*, No. 21 University Place, New York City. The first report, 1884-'85, states its objects to be: (1) to obtain and disseminate information upon industrial education; (2) to invite co-operation between existing organizations en-



gaged in every form of industrial training; (3) to train women and girls in domestic economy, and to promote the training of both sexes in such industries as shall enable them to become self-supporting; (4) to devise methods of industrial training and secure their introduction into schools; also, when expedient, to form special classes and schools for such instruction; (5) to provide instructors for such schools and classes, and if necessary to train teachers for this work. The officers of the association are about equally distributed between the two sexes, Gen. Alexander S. Webb being president. The board of managers has 15 members, while the work is given to committees on finance, on books and printing, on industries, on domestic economy, and on organization.

The secretary closes as follows, in the words of an English writer on this subject: "What we need is to liberate the hand-power which is now going to waste, just as we have set free the brain-power."

*Cooper Union*, besides its scientific courses, has classes, both day and evening, in drawing and designing (free-hand), modeling in clay, architectural and mechanical drawing, decorative painting, wood engraving, telegraphy, photography, and type-writing; also an art school for women, and a free night art school for men.

The *New York Trade Schools* have evening classes for young men in plumbing, brick-laying, fresco painting, stone-cutting, plastering, pattern-making, carpentry, and wood-carving.

The *New York Woman's Christian Association* has free classes for young women in book-keeping, cutting and fitting, machine sewing, type-writing, phonography, re-touching photo-negatives, photo-color, crayon drawing, and technical design.

The *Society of Decorative Art* has free industrial art classes in drawing and designing, modeling, artistic embroidery, drawn work, plain and fine sewing; also paid classes in drawing and designing, modeling, decorative painting, ecclesiastical and art needle-work.

*Gramercy Park Tool House* gives instruction in carpentry, wood-carving, turning, iron-working, use of tools and machines, enameling, mosaic work, photography, and printing.

In *New York City College* boys are taught mechanical drawing and designing, modeling and construction, carpentry, and vise and forge work in connection with the regular school course.

The *Technical Schools of the Metropolitan Museum of Art* have classes in drawing, designing, modeling, and carriage-making.

The *Turnverein* gives afternoon instruction in drawing, designing, modeling, sewing, embroidery, knitting, bookbinding, and turning.

The *Woman's Institute of Technical Design* instructs in drawing and decorative painting, designing in all its branches, metal work, wood-carving, modeling in clay, and interior decoration. Students for the year, 201, from nearly every State in the Union; average attendance, 90 per cent.; 70 received certificates of excellence in studies; 10 graduated with an average credit of 95 per cent. For the coming year 200 were admitted. The curriculum and advantages were to be increased. A normal class for training teachers in industrial drawing and art handicraft was in prospect.

The *Pelham Industry*, Pelham Manor, N. Y., trains in carpentry, cabinet work, wood-carving, upholstery, mattress-making, brass work, leather work, designing, modeling, plain sewing, and embroidery.

The *Ladies' Art Association*, New York City, offers lessons in the principles of form and color, decorative design, oil and water color, pen and ink drawing, decoration of fabrics, painting on porcelain, brass, silver, and copper repoussé work, crayon, pastel, and animal painting, plastic decoration, and landscape painting.

#### TRAINING SCHOOLS FOR NURSES.

For names, location, and statistics of this class of schools reporting in 1884-'85, see Table XVII of the Appendix; for a summary, see the report of the Commissioner preceding.

#### TRAINING IN MUSIC AND LANGUAGES.

Of the *Baxter University of Music*, *Friendship*, and of *Stern's School of Languages*, New York City, no special information for 1884-'85 has been received.

#### EDUCATION OF DEAF MUTES.

In most of the institutions for this purpose increased attention is given to articulation and lip reading. The common English branches are taught in all, with such industries as shoemaking, tailoring, printing, dressmaking, and housework. The school at Rochester has organized a cooking class. In the 7 institutions in the State there were, October 1, 1884, 700 males and 551 females; in all, 1,251.

## EDUCATION OF THE BLIND.

In the 2 institutions in the State there were 353 pupils in 1884-'85. In these schools the common and higher English branches are taught, with music, piano-tuning, broom-making, sewing, knitting, and fancy work.

## TRAINING OF THE FEEBLE-MINDED.

The State continues to sustain 2 institutions for the care and education of this class. The one at Syracuse is for children only, a farm being connected with it for idiotic and feeble-minded men.

The Newark Custodial Branch Asylum, under the control of the Syracuse institution, is exclusively for idiotic and feeble-minded young women. It had 136 under its care October 31, 1884.

## INDUSTRIAL SCHOOLS.

This class of charities is yearly extending and perfecting its work among a class of children who, from poverty, are deprived of other means of training, and largely of homes. About 10,000 each year are being trained by numerous associations in useful industries and common school branches. The Wilson Industrial School, New York City, gathers from the streets and daily provides for about 200 girls, who are instructed in the elementary English branches, receive a good dinner, and are taught sewing by hand while making their own garments, which they earn by a system of credit marks. There are, also, kitchen-garden and cooking-garden classes, where instruction is given in household duties and cooking. The House and School of Industry, New York City, makes order work a specialty.

Five Points House of Industry has sewing, household work, and type-setting; New York Juvenile Asylum, laundry, sewing, mending, tailoring, and shoemaking; House of Refuge, Randall's Island, laundry, housework, sewing, mending, tailoring, and stocking knitting; Hebrew Industrial Schools, New York City, basket-making, 155 pupils. Brooklyn Industrial School Association and Home for Destitute Children has 6 industrial schools under its care, with 2,000 children gathered from the poor of the city, and 393 in the home for destitute children. The Children's Aid Society, Brooklyn, embraces in its care the Newsboys' Home, 353 having been admitted during the year, and \$3,329 having been paid for meals; 2 industrial schools with 584 pupils, with day sewing schools and a day nursery; a sewing-machine school of 246 pupils; a Special Relief Department, which placed in homes in the city and country 465 boys and girls; and the Sea-Side Home for poor mothers and their children, which was open 13 weeks, and had 1,374 mothers and 3,364 children, and sent 325 to the country by the "fresh air fund." The Industrial School, Rochester, gathers vagrant and destitute children too poor to attend public schools. Not yet reporting for 1884-'85 are the American Female Guardian Society, New York City; Union for Christian Work, Brooklyn; House of the Good Shepherd, Tomkins' Grove. Miss Emily Huntington conducts a cooking-garden, in a systematized course of cooking for all ages, New York City.

The *Children's Aid Society*, New York City, with Mr. Charles Brace as its efficient agent, does its work in 6 lodging houses for newsboys, orphans, and other needy children, in which, during 1884-'85, 13,212 boys and girls were fed, sheltered, and taught. Of these, 8,210 were newsboys, 1,112 of whom, during the year, laid up in a savings bank \$2,265. Since the establishment of this society 31 years ago, 212,605 of these boys have been lodged and instructed in elementary branches of education, in the elements of self-support, and in practical religion, under competent teachers, while 15,000 have been provided with permanent homes, and 15,764 lost and missing ones have been restored to their friends. The society has also 21 industrial and 14 night schools, with an average daily attendance in 1884-'85 of 4,080, at an average cost for the year of \$22.94 for each child. In the lodging houses 13,212 boys and girls were provided for during the year, at an average expense of \$37.90 for each. Of these, 3,140 were placed out, during the year, in nearly every State and Territory in the Union, at an average cost of \$9.25 for each child, besides the 4,395 who enjoyed the benefits of the Summer Home at an average cost of \$1.51 for each child.

## REFORMATORIES.

The 5 reformatories report for October 1, 1884 a total of 4,364 juvenile delinquents, 1,082 being girls. The New York State Reformatory, Elmira, not included in the above, as it receives adult male prisoners for a first offense, had 580 inmates. Three of these 6 institutions are maintained by the State, and 3 by city authorities. All give instruction in common English branches and various industries.

## ORPHAN ASYLUMS AND HOMES.

The *State Board of Charities*, New York, reported for 1884-'85 192 orphan asylums and homes for the friendless, supported in part by the State, by counties, cities, towns, dividends on investments, and voluntary contributions. There was an aggregate of 42,773 inmates during the year, and 26,857 October 1, 1884.



## EDUCATIONAL CONVENTIONS.

## NEW YORK STATE TEACHERS' ASSOCIATION.

The fortieth annual session of this association was held at Saratoga, July 8-10, 1885. The president, S. A. Ellis, in his inaugural, dealt with the question, "How can the efficiency of our public schools be increased?" Some defects must be overcome, others outgrown. The rural districts must have better supervision; a higher standard of qualification for teachers should be adopted and thoroughly enforced; teachers should be paid good wages, as they are the poorest paid of the average brain-workers. The entire school system should be unified, and removed from politics. The selection of the superintendent of public instruction is now in the hands of politicians.

The report of a standing committee on the condition of education was discussed at some length.

A paper on "The study of United States history in public schools" was read, and the following resolution was adopted: "*Resolved*, That it is the sense of this association that American history should be taught topically in connection with geography and civil government." This was followed by a paper on "The teacher's commercial value," with many useful suggestions, such as that teachers should live within their income; should always have money in hand; should remember that character, neatness, courtesy, scholarship, and training pay.

Able papers were read and discussed on "Instruction in physiology; how shall teachers prepare for the work?" "Teachers' institutes, and how they can be made more efficient"; "Supervision of city schools"; "Natural science in public schools"; "Public schools and crimes"; "Improved methods of education"; "Moral education"; "The kindergarten"; "The training and preparation of teachers"; and "Writing in public schools."

Addresses were made by State Superintendent Ruggles, of Albany, Doctor Murray, secretary of the State board of regents, and Dr. Andrew D. White, of Cornell; the association adjourned to meet at Niagara Falls in 1886.

## STATE COUNCIL OF CITY SCHOOL SUPERINTENDENTS.

The third annual meeting of this body was held at Auburn, November 19 and 20, 1885. The council is peculiar in that no papers are read, but practical topics are selected and discussed. It is said to be the most valuable educational meeting held in the State.

The compulsory education law was first taken up, and after a full discussion a committee was appointed to formulate such changes as would render it operative and effective. The committee recommended that the act of 1874 be so amended that the amount necessary to carry its provisions into effect be inserted in the estimates of local school authorities, and that the raising by tax of the amount judged necessary be mandatory on corporate school authorities for the purposes described in said act. This report was adopted and ordered to be sent to the State superintendent, requesting him to present the views of the council to the legislature at its next session.

The value of mental arithmetic as a course of study, and the best means of teaching language, were fully considered. The practice of printing false syntax in grammars for pupils to correct, and keeping after-school hours for punishment or for making up lessons, were disapproved. Kindergarten methods applied to primary school work were approved, and reasons given for their general adoption. A committee appointed the previous year to unify the grade work preparatory to the high school, reported facts, gathered from numerous cities and villages in this and other countries, going to show that usually nine years of school work precede the high-school course, which extends over four years oftener than three; and that only one-twentieth of the public school pupils enter the high schools.

## OBITUARY RECORD.

## ROBERT E. ROGERS, M. D.

Prof. Robert Empie Rogers, M. D., whose death was announced on Sunday, September 7, 1884, was one of four brothers distinguished as chemists, geologists, and medical scientists, in Maryland, Virginia, and elsewhere. Born in Baltimore, Md., in 1814, he graduated in medicine at the University of Pennsylvania, and was professor of chemistry in the University of Virginia 1844-52; he aided his brother, James Blythe Rogers, in preparing an edition of Turner's Chemistry, and on that brother's death became his successor, in 1852-53, in the University of Pennsylvania, attaining high reputation for his acquirements in the chemical, medical, and geological lines, to which especially he devoted himself.



"But few of the eminent chemists now in Philadelphia with the associations for the advancement of science," says the *Philadelphia Ledger*, "are more expert than was Prof. Robert E. Rogers, whose death was announced on Sunday. He was one of a distinguished brotherhood. In his own specialty of chemistry he was equally at home in the literature of that comprehensive science, in the research and demonstration of the laboratory, and as teacher in the college class-room; and he was withal a most genial and accomplished gentleman, whose decease cannot be allowed to pass without public expression of regret."

## FRANKLIN B. HOUGH.

Dr. Franklin B. Hough was born in Martinsburg, N. Y., July 20, 1822, and died June 13, 1885, lacking one month of being sixty-three years of age. He graduated at Union College in 1843, and at the Cleveland Medical College in 1849; practiced his profession four years in Somerville, N. Y.; removed to Lowville in 1852, where, keeping abreast of his profession, he also occupied himself in literary, historical, and statistical work. He became the pioneer of county historians in the State; took the State census of 1855, said to have been the first complete one ever taken; was also superintendent of the census of 1865, and was charged with the duty of preparing for that of 1875. In 1831 he originated the New York Civil List, which was published under his supervision for several years. In 1872 he published the "*Gazetteer of New York*," embodying, with other matters of State interest, a record of the volunteer regiments of the State in the war of the rebellion. Among his other publications were a "*Manual of the Constitutional Convention of 1867*;" an "*Annotated Constitution of New York*;" a "*History of Nantucket and Martha's Vineyard*;" "*Meteorological Observations from 1830 to 1854*;" a "*Biographical Dictionary*;" and a "*Brief History of American Colleges*." During the latter part of his life he became chief of the forestry division of the Bureau of Agriculture, visited Europe, where he studied methods of forestry, and on his return published a valuable work on forestry. He was present at the meeting in Utica, N. Y., February, 1885, for the organization of a State forestry association. Some of his last days were spent at Albany, where he elaborated the forestry bill which became a law by the action of the legislature of 1885. His name appears upon the title page of more than seventy publications, most of which are historical and scientific.

## DAVID JOHNSON PRATT.

Doctor Pratt was born in Westmoreland, N. Y., March 8, 1827, the only child of book-loving parents of Puritan origin. He fitted for college at the De Lancey Institute, in his native town; entered Hamilton College, and graduated with honors in 1851. In 1864 he spent 5 months with the Army of the Potomac as member of the Christian commission; then accepted a clerkship in the office of the regents of the University of New York, and in January, 1866, was appointed to the new office of assistant secretary of the board of regents, where for 18 years of steady devotion he labored for the interests of education in the State. In this work he demonstrated his familiarity with the best methods of instruction, and showed an organizing and executive power that made him very useful. He was a member of the convention of 1863, when the university convocation was organized, and shared largely in the work of subsequent convocations.

In 1865 and 1866, when the academic examinations were established by the regents, Doctor Pratt's large resources of knowledge, industry, tact, and patience were thoroughly tested in organizing a system of examinations, so unique and untried that no model could be found for them, but which, meeting a hearty welcome from the colleges, secured a positive advance in the cause of higher education.

He conducted important historical researches; wrote a biography of Peter Wraaxall, secretary of Indian affairs for the province of New York; from 1869 was secretary of the Albany Institute, and edited several volumes of its proceedings; prepared valuable papers for the university convocations; was clerk of the State boundary commission, and compiled 2 volumes of an exhaustive history and delineation of the boundaries of the State; was also clerk of the New York State survey, treasurer of the New York State Teachers' Association, and one of the most constant attendants on its annual meetings. He compiled the annals of public instruction for the State from 1726 to 1743; wrote the history of King's College before the change of its title to Columbia, and a full history of the university of the State from its establishment in 1784, and lived to witness its centennial in 1884.

He died September 12, 1884, at the age of 57, a man who never knew the luxury of idleness, and whose recreations were only new varieties of voluntary work.

## BENJAMIN NICHOLAS MARTIN, S. T. D., L. H. D.

Professor Martin was born at Mount Holly, New Jersey, October 20, 1816, and graduated at Yale College in the class of 1837. Having made a profession of Christian faith, he entered the theological seminary at New Haven immediately after gradua-

tion. Up to 1848 he was the successful pastor of several churches, the last of which was the 4th Presbyterian church, Albany, N. Y., the pastorate of which he retained but a little more than one year. This was his last pastorate. His native bent was toward the natural sciences, and during the 3 following years, which he spent in Albany, he improved to the utmost the opportunities and associations which the city afforded to gratify this inclination.

In 1852 he was called, by the University of the City of New York, to the chair of logic and philosophy, which then covered nearly all branches of mental and political science, with not a little of literature. From that time until his death his name was prominent in connection with almost every good work. His influence was felt in all directions. He was an effective worker in the Evangelical Alliance, the American and Foreign Christian Union, the Society for the Prevention of Crime, and the New York Academy of Sciences.

In 1862 Columbia College conferred on him the degree of S. T. D., and in 1869 the regents of the university of the State that of L. H. D.

He was encyclopædic himself; he made his students so also. Other instructors taught their specialties; but Professor Martin, in addition to his own work, taught the students to gather all together, to assort the information, and then to put away every fact in its own place along with those related to it.

Professor Martin's married life lasted 41 years; Mrs. Martin died April, 1883; he followed her the same year, aged 67, dying, as he had lived, full of cheerful faith in God, whom with singleness of heart he had served for 50 years.

HON. J. W. SCHERMERHORN.

Hon. J. W. Schermerhorn died in New York City June 1, 1885. He had spent his life of activity as teacher, educational journalist, publisher, and founder of the teachers' agency business in this country. He was a man of broad and comprehensive views on educational topics, and enthusiastic in the promotion of the cause of education.

#### CHIEF STATE SCHOOL OFFICER.

HON. WILLIAM B. RUGGLES, *State superintendent of public instruction, Albany.*

[Term, April 7, 1883, to April 7, 1886.]

## NORTH CAROLINA.

## STATISTICAL SUMMARY.

	1883-'84 a.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)....	321,561	330,890	9,329	.....
Colored of school age (6-21).....	193,843	199,237	5,394	.....
Whole number of school age. ....	515,404	530,127	14,723	.....
White youth in public schools.....	170,925	185,225	14,300	.....
Colored in public schools.....	113,391	112,941	.....	450
Whole number in such schools.....	284,316	298,166	13,850	.....
Average attendance of white youth..	106,316	115,092	8,776	.....
Attendance of colored youth.....	66,679	70,486	3,807	.....
Whole average attendance.....	172,995	185,578	12,583	.....
Per cent. of enrolled to enumeration..	55.16	56.24	1.08	.....
Per cent. of attendance to school youth .....	33.56	35.00	1.44	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	6,635	6,852	217	.....
Number of public school-houses.....	4,742	4,956	214	.....
Number of free white schools.....	3,845	.....	.....	.....
Number of colored.....	2,175	.....	.....	.....
Whole number reported.....	6,020	.....	.....	.....
Average time of schools in days.....	58	62	4	.....
TEACHERS.				
White men teaching.....	2,296	.....	.....	.....
White women teaching.....	1,173	.....	.....	.....
Colored men teaching.....	1,500	.....	.....	.....
Colored women teaching.....	731	.....	.....	.....
Whole number of teachers.....	5,700	.....	.....	.....
FINANCIAL STATEMENT.				
Average monthly pay of white teachers .....	\$24 16	\$25 75	\$1 59	.....
Average monthly pay of colored teachers .....	22 06	23 30	1 24	.....
Whole expenditure for public schools.....	535,205	.....	.....	.....
Value of public school property.....	483,092	565,960	\$82,868	.....

a Figures of 1884 enlarged by later returns.

(From a partial report of Hon. S. M. Finger, State superintendent of public instruction, for 1885, with some additions to the figures of 1884.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The State superintendent says that, on the whole, the educational outlook is encouraging in every respect but one, namely, there is not enough money applied to meet the constitutional obligation of 4 months' schooling, and it is impossible in most counties, under the existing law, for a county commissioner to levy an additional tax to continue the schools 4 months. The constitution, which is the supreme law, is thus habitually violated, apparently without the infliction of any penalty. The whole amount of money raised by ordinary taxation in 1885 was \$631,904, but this does



not include all the funds raised under authority of special acts of the assembly in support of graded schools.

Quite a number of school-houses were erected during the year, advancing the value of public school property very materially; still the superintendent says that the State is sadly deficient in this item of prime importance, though if the property of graded schools were taken into account, there would be a better showing. Many of the graded schools have excellent, well arranged, and well furnished buildings, the full value of which cannot at present be obtained. It is estimated that there are 320,000 children of school age under public or private school instruction in the State, and, considering that a large number do not attend school at the early age of 6 years, and that a majority drop out before reaching 21, it will be seen that a very large proportion of the children are receiving some education; many of the poorest people, however, will not avail themselves of the privileges of the public school system.

#### ADMINISTRATION.

The law provides a State board of education and a State superintendent of public instruction; also county boards of education and superintendents; and for each district a school committee of 3. The common English branches only are required to be taught, with elementary physiology and hygiene, and the history of the State and of the United States. Other branches are allowed by special arrangements with the school committee. Teachers at the close of each term must, as a condition of receiving pay, report to the school committee of the district the prescribed statistics of their schools. They are also required to maintain good order and discipline in their schools, to encourage morality, industry, and neatness, and to teach thoroughly all the branches required to be taught. The State board of education recommends the text-books to be used in the public schools for a term of 3 years and until otherwise ordered. The school committees report the teachers' returns to the county superintendents, and they to the State superintendent. Schools for the two races are to be kept separate. Sectarian and political books are prohibited.

#### SCHOOL FINANCES.

The public schools, free to all children in the State between the ages of 6 and 21 years, are sustained by the income of a State school fund; by at least three-fourths of the proceeds of a State and county poll tax, which under the constitution must not exceed \$2; by an educational tax of 12½ cents on \$100 of the property and credits in the State, and 37½ cents on every poll; by the net proceeds from sales of estrays and from fines; and from proceeds from licenses to auctioneers and dealers in intoxicating liquors. If the above be not sufficient to support one or more schools in each district for 4 months, a special annual tax must be levied in each county. The State board of education apportions the school fund to the counties on the basis of school population, the funds for white and colored schools being kept separate.

#### ASSISTANCE FROM EXTERNAL SOURCES.

The State in 1884-'85 received \$5,430 from the Peabody trustees, of which \$2,200 were used for scholarships, \$2,000 for public schools, and \$1,230 for teachers' institutes.

From the agent of the John R. Slater Fund was received \$4,400 in the same year—\$2,000 to be applied to the Shaw University, Raleigh; \$1,000 to Leonard Medical School, Raleigh; \$1,000 to the Scotia Female Seminary, Concord; and \$400 to the Mount Albion State Normal School, Franklinton.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL STATE REQUIREMENTS.

The law requires of each county superintendent that he examine applicants for teachers' certificates and issue the same, of 3 grades, according to the results of the examination. No certificate may be issued to any applicant who makes less than 50 per cent. in any one branch, or whose general average is less than 70 per cent. The list of studies in which teachers are examined includes elementary physiology and hygiene, and the history of the State and the United States. All certificates are valid for one year, and only in the county in which they are issued; the amount of a teacher's salary is regulated by the grade of the certificate held.

##### STATE NORMAL TRAINING.

Specific statistics of these schools are not given, but the North Carolina *Educational Journal* of April, 1885, says that they were to be continued as the previous year; that four new normals were established by the legislature at Boone, Asheville, Winston, and Washington, making in all 8 for white students and 5 for colored; and that each receives an annual appropriation of \$500 from the State, save the colored normal at

Fayetteville, which gets \$2,000. The schools are continued through terms of from one month to an entire school year.

For statistics of normal schools reporting, see Table III of the Appendix; and for a summary thereof, see the report of the Commissioner preceding.

#### TEACHERS' INSTITUTES.

The board of education of any county, or of 2 or more adjoining counties, may annually appropriate \$100 out of the school funds for the purpose of conducting one or more teachers' institutes, to be under the supervision of the county superintendents; the public school teachers are required to attend these institutes, and they are open to all other teachers who desire to attend them.

For 1884-'85 the State received \$1,230 from the agent of the Peabody Fund, to defray the expenses of institute work. A large number of county institutes for both races were held during the summer, with good attendance and results.

#### EDUCATIONAL JOURNALS.

The North Carolina *Educational Journal*, an official organ of the State Teachers' Association, formerly of Chapel Hill, is published monthly at Trinity College. Other educational journals published in the State are: *The Lighthouse and Tileston Recorder*, a monthly, published at Wilmington, mainly in the interest of the Tileston Normal School, and the North Carolina *Teacher*, also a monthly, published at Raleigh.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

The State school laws appear to make no general provision for city school systems. In townships embracing 5,000 or more inhabitants graded schools may be established, and a tax, not to exceed one-tenth of 1 per cent. on property and 30 cents on the poll, is authorized for their support.

#### STATISTICS.

*Raleigh and Wilmington*, having each the required number of inhabitants to be noticed in Table II of the Appendix, make no return to this Bureau.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The superintendent in 1884 reported free graded schools in Charlotte, Edenton, Fayetteville, Durham, Goldsborough, Greensborough, Kinston, New Berne, Raleigh, Rocky Mount, Salisbury, Wilmington, Wilson, Winston, and perhaps others; but how many of these have high-school studies the report does not state.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, and IX of the Appendix, and summaries of these in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of North Carolina*, Chapel Hill, presents 3 general courses of 4 years each, viz, classical, scientific, and philosophical, each leading to its appropriate degree. These courses are pursued in 15 different schools and departments. A teachers' course of 2 years embraces all the studies required by law to be mastered by public school teachers. There are also agricultural and optional studies.

Other institutions of this grade are the Biddle University, Charlotte; Davidson College, Davidson; North Carolina College, Mount Pleasant; Shaw University, Raleigh; Rutherford College, Rutherford; Zion Wesley College, Salisbury; Trinity College, Trinity College; Wake Forest College, Wake Forest; and Weaverville College, Weaverville. Three of the above institutions admit young women, namely, Zion Wesley and Rutherford Colleges, and Shaw University.

For statistics of colleges of this class reporting, see Table IX of the Appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the Appendix; for a summary of them, see a corresponding table in the report of the Commissioner preceding.



## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The scientific course of the State university, covering 4 years, includes among other branches industrial and agricultural chemistry, surveying and engineering, mechanics and astronomy, agricultural botany, geology and mineralogy, and other English studies relating to the practical pursuits of life. Latin, Greek, French, German, and other subjects are offered as electives.

Scientific courses of 3 to 4 years are found in Biddle and Shaw Universities, and in Davidson, Trinity, and Wake Forest Colleges.

## PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in 3 colored schools—Biddle University (Presbyterian), Zion Wesley College (Methodist Episcopal South), and Shaw University (Baptist). The courses in the first and second cover 3 years, and in the last 2 years. Saint Augustine Normal School, Raleigh (Protestant Episcopal), also colored, reported 9 students under theological training, course not defined. Trinity College, for white students (Methodist Episcopal South), provides theological instruction in connection with the college course.

For statistics of theological schools, see Table XI of the Appendix.

**LAW.**—The school of law in the State university contains 2 classes, viz, a class of students who have no other connection with the classes of the university, and a class consisting of such students of other departments of the university as are allowed by the faculty to pursue the study of law in addition to their other studies. The course covers 2 years, and the plan comprises the course prescribed by the supreme court of the State for applicants for license to practice, and also a course for those desiring to compete for the degree of LL. B. A moot court is regularly held for the discussion of law questions and for instruction in the practice of the courts.

**MEDICINE.**—Instruction is given in the medical schools of the State university and Shaw University. The former in its school of medicine and pharmacy offers a course covering 2 years, including anatomy, chemistry, practice of medicine and surgery, laboratory work, etc., but grants no medical degrees. Shaw University, for colored pupils, has a 4-years graded medical course of study. A literary department of 2 years, preparatory to the medical course, has also been established by the university, and applicants for admission must be graduates of this or of some other suitable school, or else pass a satisfactory examination. The full course is required for graduation, also experience in dissection, and an average of 75 per cent. at the final examination.

**PHARMACY** is taught in the State university in 2 sessions of 5 months each, and includes the studies of materia medica and pharmacy, botany and chemistry.

For statistics of schools of medicine and pharmacy, see Table XIII of the Appendix.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF AND THE BLIND.

The *North Carolina Institution for the Deaf and Dumb and the Blind*, Raleigh, is under State control, and reported for 1884-'85 an attendance of 69 boys and 56 girls, under 8 instructors. The school hours are from 8 to 2, the methods employed in teaching being oral and manual combined. The industries of cooking, sewing, gardening, and shoemaking are taught. The property was valued at \$100,000. Expenditure for the year, \$36,000.

## CHIEF STATE SCHOOL OFFICER.

HON. SIDNEY M. FINGER, *State superintendent of public instruction, Raleigh,*

[First term, January, 1885, to January, 1889.]



# OHIO.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-21) .....	1,056,948	1,069,883	12,935	.....
Colored youth of school age (6-21) .....	25,347	25,586	239	.....
Whole number of school youth .....	1,082,295	1,095,469	13,174	.....
White youth in public schools .....	754,265	766,374	12,109	.....
Colored youth in public schools .....	8,490	8,286	.....	204
Whole number enrolled .....	762,755	774,660	11,905	.....
Average daily attendance .....	499,217	517,569	18,352	.....
Per cent. of youth enrolled .....	70.48	70.72	.24	.....
Per cent. of enrolled in attendance ..	65.45	66.80	1.35	.....
Per cent. of school youth attending ..	46.13	47.25	1.12	.....
Pupils in private schools .....	10,957	11,863	906	.....
<b>SCHOOLS.</b>				
Public school-houses .....	12,509	12,674	165	.....
Rooms for schools below high .....	16,721	16,846	125	.....
Rooms for high schools .....	677	718	41	.....
Whole number of rooms .....	17,398	17,564	166	.....
School-houses built in the year .....	451	455	4	.....
Average time of schools in days .....	184	155	.....	27
<b>TEACHERS.</b>				
Men teaching in public schools .....	10,699	10,787	88	.....
Women teaching in the same .....	13,760	13,841	75	.....
Whole number of teachers .....	24,465	24,628	163	.....
Teachers permanently employed .....	10,890	11,731	841	.....
Teachers in schools below high .....	23,579	23,727	148	.....
Teachers in high schools .....	886	901	15	.....
Teachers in colored schools .....	241	225	.....	16
Teachers in private schools .....	182	605	423	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	\$55 00	\$54 00	.....	\$1 00
Average monthly pay of women teaching.	33 00	40 00	\$2 00	.....
Expenditure for public schools .....	9,684,369	10,093,938	409,569	.....
Cost of school-houses built in the year.	991,128	1,335,200	344,072	.....
Value of public school property .....	22,586,046	27,969,757	5,383,711	.....

(From reports of Hon. Le Roy D. Brown, State commissioner of common schools, for the two years indicated.)

## STATE SCHOOL SYSTEM.

### GENERAL CONDITION.

As may be seen, the figures in the statistical table indicate a continuation of the progress that has marked the school history in the State for many years. Of the 774,660 school youth enrolled in the public schools, 94,372 were between the ages of

sixteen and twenty-one years, an increase of 9,158. A step was taken towards equalizing the salaries of teachers by reducing the average salary of men and advancing that of women. One of the most encouraging features relating to teachers is that so many more permanent ones were employed, 4,770 being men and 6,951 women. Of 28,027 applicants for teachers' certificates, only 19,530 came up to the standard of examination, and of those examined 10,392 were under twenty years of age, 3,904 being young men. From statistics at hand the superintendent is able to report the existence of 266 libraries in the State, containing in the aggregate more than 1,000,000 volumes, which are practically free to the people. In every county there is at least one public library, and the school system contemplates the building up of such a library in every school district in the State. In township districts, where public libraries are few, the appropriation from the contingent fund for this purpose, authorized by law, may equal \$75 annually. The number of sub-districts in which schools were taught less than the twenty-four weeks required by law was 165, this being 35 less than in 1883-'84. There were erected during the year 455 school buildings, 13 for high schools and 442 for lower grades, at an aggregate cost of \$1,194,821. The public school receipts from all sources were \$13,628,709, this amount being \$3,534,771 in excess of expenditures.

#### ADMINISTRATION.

For general supervision of the public schools there is a State commissioner elected triennially by the people. Under him are boards of education for city and village districts, township and special districts, and joint sub-districts. To test the qualifications of teachers, there are boards of examiners for the State, for counties, and for cities and villages. Each board of education must establish a sufficient number of schools for the free education of all youth of school age within the district under its control, and, if deemed necessary, may open one or more high schools. Each township board must establish at least one school in every sub-district under its control. District boards may, if thought best for the interests of the district, establish separate schools for colored children. In cities and villages such boards may provide evening schools, and establish schools in children's "homes," orphan asylums, and county infirmaries, expending on these the full share of public moneys due all such children of school age, which must be applied exclusively to the payment of teachers. All children between the ages of 8 and 14 years must attend the public schools for at least 12 weeks in each school year, 6 of which must be consecutive, except when excused for sufficient cause. The employment of any child less than 14 years under control of a parent or guardian and not dependent on its own resources, is prohibited, unless the child has attended school for at least 12 weeks; nor may it then be employed for more than 40 weeks. Each board determines the text books to be used and the studies to be pursued; text books are not to be changed for 3 years without the consent of three-fourths of the members of the board. The studies must be in English, unless German be demanded by 75 freeholders, who represent at least 40 pupils.

#### SCHOOL FINANCES.

The public schools are sustained from the proceeds of an annual tax, the amount to be fixed by the legislature; when not so fixed it is one mill on \$1 of all taxable property. They receive also 6 per cent. interest on an irreducible common school fund, and the income from local taxation. State funds, to be used only in payment of teachers, are apportioned by the State auditor to the several counties and districts according to the latest enumeration of youth therein. The funds for continuing schools, for providing school-houses and sites, and all other contingent school expenses, must be raised by a district tax not to exceed 7 mills on \$1. In Cincinnati the limit is 5 mills, and in Cleveland 4½ mills. The law allows an appropriation to be made from the contingent fund in any district for libraries. In city districts a tax of one-tenth of a mill on each \$1 of taxable property at its assessed valuation may be levied for this purpose, and in the city of Cleveland it may be 2½-tenths of a mill on \$1.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

Cities with 10,000 or more inhabitants have boards of education of 1 or 2 members for each ward; while cities with less than 10,000 inhabitants and villages usually have boards of 3 or 6 members; but a majority of the board may decide that its number shall correspond with that of the wards of the city, one-third being changed annually in either case. Cincinnati has a board consisting of 12 members-at-large, and 25 others representing as many wards, and Cleveland has a board of 18 members, 1 for each ward.



## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Akron.....	16,512	6,505	4,103	3,348	77	\$119,602
Bellaire.....	8,025	3,392	1,829	1,179	34	24,438
Canton.....	12,258	6,022	3,528	2,648	58	52,028
Chillicothe.....	10,938	3,739	1,954	1,566	44	35,481
Cincinnati.....	253,139	91,342	34,102	28,054	636	762,954
Cleveland.....	163,146	59,315	32,610	22,577	585	700,405
Columbus.....	51,647	17,498	9,703	7,723	184	210,703
Dayton.....	38,678	13,948	7,031	5,104	150	149,324
Fremont.....	8,446	1,974	1,056	799	22	14,631
Hamilton.....	12,122	4,671	2,294	1,759	43	56,974
Ironton.....	8,857	3,325	2,038	1,611	38	23,590
Lima.....	7,567	2,958	1,801	1,318	35	20,173
Mansfield.....	9,859	3,201	2,229	1,690	44	33,376
Newark.....	9,600	3,530	2,057	1,507	47	61,494
Portsmouth.....	11,321	4,238	2,164	1,627	43	30,352
Sandusky.....	15,838	5,382	2,722	2,257	57	51,396
Springfield.....	20,730	8,666	4,540	3,515	87	88,492
Steuensville.....	12,093	4,407	2,397	1,858	50	52,022
Tiffin.....	7,879	2,812	1,340	1,011	31	37,115
Toledo.....	50,137	21,178	9,052	6,630	169	224,211
Youngstown.....	15,435	7,615	3,338	2,403	59	53,842
Zanesville.....	18,113	5,962	3,259	2,526	70	49,618

## ADDITIONAL PARTICULARS.

*Akron* for 1884-'85 reports an increase of 216 in enrollment, of 352 in average daily attendance, and a decrease of 1 in teachers; 10 school buildings, with 61 rooms, valued with all school property at \$385,000. Private schools enrolled 791 pupils in 12 rooms, under 12 teachers.

*Bellaire* shows a gain of 86 in school youth, of 200 in enrollment, of 88 in average attendance, and of 4 in teachers over 1883-'84, but expended \$4,849 less for public schools. Allowing about one-third of school youth to be over 16 years of age and usefully employed, the enrollment included nearly all the others.

*Canton* reports public schools graded as primary, grammar, and high. Drawing and penmanship and German were taught. Two private schools enrolled 800 pupils. There were during the year gains of 213 in school youth, of 14 in average attendance, of 2 in teachers, and of \$10,495 in expenditure, while there was a loss of 173 in enrollment.

*Chillicothe* reports a decrease of 199 in school youth and of 91 in enrollment, and an increase of 31 in average attendance and of \$2,807 in expenditure for public schools. The schools were graded, and taught 190 days in 5 buildings containing 40 rooms with 1,946 sittings for study. German and penmanship are taught by 4 special teachers. Private schools enrolled 325 pupils. Public school property was valued at \$150,000, which was \$18,000 less than in 1884.

*Cincinnati*, in 1884-'85, gained 270 in school youth, 337 in enrollment, expending \$70,409 more for public schools than in 1883-'84, with a loss of 90 in average attendance and of 3 in teachers. Of the school youth 88,939 were white and 2,403 colored. Of those attending public schools, 32,793 were white and 1,374 colored. The total number in church schools was 15,245; in private schools, 1,620; in charitable and reformatory institutions, 720; making in all 51,350 children between the ages of 6 and 21 years under instruction. The schools are graded as high, occupying 4 years; intermediate, 3 years; and district, 5 years. The city school system also includes deaf-mute and normal schools, with instruction in music, drawing, German, and penmanship, for which latter branches special teachers are employed. The number studying German in all schools, exclusive of pupils in the normal school, was 17,990; number studying music, 33,809; drawing, 33,298. The schools were taught 200 days in 55 buildings containing 644 rooms with 35,689 sittings for study. The primary and grammar school property was valued at \$2,000,000, and that for high schools at \$200,000. Night schools were not opened during the year, for want of funds.

*Cleveland* presents an encouraging report for 1884-'85, school youth having increased by 1,203, enrollment in public schools by 4,844, average daily attendance by 1,197, and regular teachers by 42. Expenditures were augmented about \$18,000. Six new school buildings were erected and others repaired at a cost of \$202,144 for buildings and \$10,813 for repairs. Particular attention is given to instruction in German, beginning at the earliest school age with children of German-speaking parents, while



for English-speaking children the study begins with the third year. The superintendent of the German department reports 11,927 pupils studying the language under 35 special and 59 exchange teachers, an increase of 1,548 pupils during the year, the largest that has occurred in any year since 1871-'72. Of the 32,610 youth enrolled in the public schools, 72 were in a training school, 1,240 in a high school, 7,989 in grammar, and 23,309 in primary schools. Three special teachers were employed—in music, drawing, and penmanship. The system provides for night schools, and the sessions of the 9 such schools aggregated 1,337 evenings, registering 1,401 pupils, under 13 teachers.

*Columbus*, with a small increase in registration and average daily attendance in public schools, employed fewer teachers than in 1883-'84. Schools were classed as primary, grammar, high, and normal, and were taught 193 days. The whole number of youth receiving instruction in public and private schools was 11,523, leaving 5,975 youth between the ages of 6 and 21 years not in any school. Of the number in public schools only 380 were over 16. The superintendent says that irregular attendance is steadily lessening. The number of pupils not tardy during the year was 6,706, showing less indifference and a growing interest in school work. Particular attention is given to music and drawing throughout the course and to German in the high grades, for which special teachers are employed. Pupils studying German, 3,091, the greater part in German-English schools, others as special students. The public schools occupied 27 buildings containing 163 rooms with 9,154 sittings for study; all school property was valued at \$847,916. Estimated enrollment in private schools, 1,820.

*Dayton* reported for 1884-'85, a year of steady progress, the teachers working with increasing skill, faithfulness, and success, and the children more than usually regular in attendance. There was a decrease in youth of school age, an increase in enrollment, and a decrease in average daily attendance. The schools, graded as primary, intermediate, district, high, and normal, occupied 14 buildings, with 8 rooms for high-school purposes, 1 for normal, 4 for intermediate, and 125 for the district schools, all furnishing 6,834 sittings. The course of instruction covers 12 years below the normal school. Evening schools are classed as grammar, and architectural and mechanical drawing schools. Vocal music is taught in all the public schools, as well as German, drawing, and penmanship.

*Fremont* schools—primary, grammar, and high—were taught 185 days in 7 buildings with 1,100 sittings for study. A slight decrease appears in registration, with a corresponding increase in average daily attendance. The same number of teachers was employed, with 2 special teachers of music and German. The expenses of the schools were decreased by about \$200. Public school property was valued at \$55,000. Private schools enrolled 400.

*Hamilton* shows an increase of 123 in enrollment and of 100 in daily attendance, with 2 more teachers. Primary, grammar, high, and normal schools were taught, the average term being 194 days, in 6 buildings, with accommodations for 2,264 pupils, an increase of 148 sittings. Music is taught by a special teacher, and the study of German is provided for during the entire course. Private schools enrolled 1,100 pupils in 6 buildings with 1,050 sittings for study. Public school property was valued at \$150,000.

*Ironion* had an increase of 35 in registration, of 73 in attendance, and employed 1 more teacher. Five buildings furnished 23 rooms for primary schools, 12 for grammar, 2 for high, and 1 for a normal training class. The aggregate sittings for study numbered 3,000. Schools were taught 184 days, by 4 men and 34 women. Valuation of public school property, \$75,000. Private school enrollment, 355.

*Lima*, with an increase of 342 in school youth, shows a slight decline in its enrollment and attendance in public schools, with 3 more teachers employed. Of the youth registered, only 73 were over 16 years of age. The schools were graded and taught 187 days, in 3 buildings, with 1,740 sittings. School property was valued at \$91,500. Private schools enrolled 360.

*Mansfield*, from the statistics in the State report, shows a decrease in attendance during the year from the figures given in 1883-'84. Still about 70 per cent. of school youth were enrolled and 74 per cent. of enrolled were in average attendance. One new school building was erected during the year, costing, with site, \$12,000. The 3 school buildings were valued, with other property, at \$200,000.

*Newark*, sending only the statistics in the State report, shows that while school youth gained 362, there were only 16 more in average attendance, 3 more teachers, and a loss of 32 in enrollment. The erection of a new school building, costing, with site, \$11,500, made 7 buildings, with 40 rooms for study, the school property being rated at \$85,000. Schools were in session 38 weeks, and held 73 per cent. of enrolled in average attendance.

*Portsmouth* reports for the year 6 school buildings, with 42 rooms for study, with an enrollment of 2,164, or 52 to a room. School property was valued at \$180,000.

*Sandusky* had 9 school buildings, containing 2,550 sittings. Enrollment increased by 37, average attendance by 118. Five special teachers were employed in German.

Of the 2,722 youth attending school, only 149 were over 16 years of age, while the number of youth in the city between the ages of 16 and 21 was 1,326. Schools were taught 195 days. School buildings were valued, with other school property, at \$128,000. Parochial schools enrolled 1,010 pupils.

*Springfield* had 15 school buildings with 80 rooms for study. One new building was added during the year at a cost of \$7,450, advancing the value of school property to \$207,450. With about the same number of school youth, enrollment gained 146, and average attendance 204, with a decrease of \$4,546 in expenditure for public schools. These were in session 195 days under 15 men and 72 women teachers, with a little over 77 per cent. of enrolled pupils in average daily attendance. The enrollment was a little over one-half of school youth (6-21).

*Steubenville* reports a small increase in enrollment and daily attendance, with about the same number of regular teachers and one special teacher in German. Six school buildings furnished accommodations for 2,225 pupils and are valued with sites, etc., at \$190,000. The school course covers 11 years, beyond which a year is given to normal studies in a training school for such as desire to become teachers. A German course is provided, to which pupils from the third year on are admitted upon application of parents or guardians. Schools were taught 198 days, an increase of 2 days over 1883-'84. Private schools enrolled 500 pupils, which, added to those in public schools, leaves 1,510 between the ages of 6 and 21 years out of school.

*Tiffin* presents an increase of 41 in school youth, a decrease of 7 in enrollment, and an increase of \$3,573 in expenditure. Schools were taught 194 days, in 5 buildings with 1,577 sittings, and valued with other school property at \$125,000. The schools are graded and penmanship is taught by a special teacher. Private schools enrolled 800 pupils.

*Toledo* shows an increase of 2,072 in school youth during the year. The city expended \$35,535 in the erection of 2 new school buildings, making in all 25, with 151 rooms for study, and advancing the value of school property to \$669,000. With an increase of 201 in enrollment and 140 in average attendance, 6 more teachers were employed and \$25,785 more were expended for public schools than in 1883-'84. About 73 per cent. of enrollment was in average daily attendance, the sessions extending over 200 days.

*Young-town* reports on the whole very little change from 1883-'84, except that the value of school property was advanced to \$330,000, by the addition of a new school building at an expenditure of \$14,647, making in all 10 school-houses, with 54 rooms for study. This seems to be a full supply for the average daily attendance, giving a room for every 44 pupils. Public schools were taught 185 days of the year, during which nearly 72 per cent. of enrolled pupils were in average daily attendance.

*Zanesville*, losing during the year 60 in school youth, gained 113 in enrollment, 32 in average attendance, 2 in teachers, and expended \$2,771 more for public schools. The public schools were taught by 8 men and 62 women, in sessions of 200 days, with a little over 77 per cent. of enrollment in average daily attendance. School property was rated at \$250,000.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

To be employed, teachers must present certificates of qualifications from the legal examiners as to moral character, ability to teach the common English branches, and an adequate knowledge of the theory and practice of teaching. Those intending to teach additional or other branches than the above named must present certificates of qualifications to teach such branches. A legal certificate must cover the entire time of the teacher's service and must specify all the branches to be taught.

### CITY NORMAL TRAINING.

No provision has been made by the State for the preparation of teachers, but such preparation is included in the city school systems of Cincinnati, Columbus, Cleveland, Dayton, Geneva, Hamilton, Ironton, Steubenville, Toledo, and others.

*Cincinnati Normal School* offers a course covering 1 year, including English and German departments, under specially trained instructors, including both the theory and the practice of teaching. The school was organized in 1868. Graduates for the year, 45; students, 58.

*Cleveland Training School* includes English and German departments in its 1-year course, which embraces professional and review studies and practice teaching. For admission, applicants must hold a diploma of the high schools of the city or of some other school of equal grade, or must pass satisfactorily an examination in the studies of these schools or their equivalents. For graduation, there must be a good record in the school itself, and fair success in the training department. The school was organized in 1875, since which time 35 students have graduated, and 240 were engaged in teaching at date of the report for 1884-'85.



*Columbus Normal School*, in the second year of its existence, opened with 31 pupils, of whom 25 finished the course. Both theory and practice departments are established, and the pupil teachers each had charge of one of these for 6 consecutive weeks, doing also some substitute work in the city schools. The attendance and punctuality of the pupils were good throughout the year, the former averaging 98 and the latter 99 per cent.

Dayton school system includes normal training, and the class of 1834-'85 numbered 21 students. The per cent. of daily attendance was 97, with but 17 cases of tardiness during the year. The course of instruction includes school management, methods of teaching, history and philosophy of education, mental philosophy, and practice teaching.

Hamilton reports a normal class of 3 pupils, 5 of whom completed the 1-year course and 4 engaged in teaching.

Stenbenville also provides a 1-year course in normal studies and class drill, the course including mental philosophy, principles and practice of teaching, etc.

#### OTHER NORMAL TRAINING.

*General Normal School* for 1834-'85, which during the year received an appropriation of \$750 from the State and of \$7,900 from the county, reported 112 students in the 4-years course, under 10 instructors. Besides the higher school studies, vocal and instrumental music, and drawing and painting are included in the course, as well as theory and practice of teaching and class drill.

The private normal schools reporting are the Ohio Normal University, Ada; Ashland College and Normal and Business Institute, Ashland; Northeastern Ohio Normal School, Canfield; Fayette Normal School, Fayette; College of Teachers of the National Normal University, Lebanon; Western Reserve Normal School, Milan; and Wadsworth Normal School, Wadsworth. Besides these, there are normal departments in the Ohio Wesleyan University, Delaware; Mt. Union College, Mt. Union; the German Evangelical Lutheran Seminary, Woodville; and Wilberforce University, Wilberforce, for colored students. The Mansfield Normal School is extinct. The above schools and normal departments present courses covering from 1 to 4 years.

For statistics of these and others reporting, see Table III of the Appendix.

#### TEACHERS' INSTITUTES.

A teachers' institute may be organized in any county by not less than 30 teachers of common schools residing therein, who declare in writing their intention to attend such institute. Teachers in common schools may dismiss their schools to attend institutes held in their respective counties, but no union or graded school may be so dismissed, unless a majority of the teachers employed therein assent to the closure. Institutes must continue at least 4 days. Fees of 50 cents for each applicant for examination as a teacher are applied to the support of institutes.

Such institutes were held in 1834-'85 in 83 counties, attended by 6,119 men and 6,889 women. They were in session an aggregate of 694 days, under 388 instructors. The total receipts were \$20,596, of which \$17,083 were from county treasuries, \$2,768 from members, and \$740 from other sources.

The expenses incurred were \$18,550, of which sum \$13,837 went to pay lecturers and teachers. This left a balance on hand of \$2,308.

#### EDUCATIONAL JOURNALS.

The *Ohio Educational Monthly*, published at Akron, by Hon. Samuel Findley, was in 1834-'85 in its thirty-fourth volume. It has been for many years the organ of the State Teachers' Association, and is one of the oldest school journals in the United States.

Other journals are the *National Normal Exponent*, a monthly journal published at Cincinnati, in the interest of the National Normal University at Lebanon, and the *Via-à-Vie*, edited and published weekly at the Ohio State Institution for Deaf Mutes, Columbus.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

Boards of education may establish high schools at their own discretion, and in 1834-'85 there were 39½ buildings in the State used exclusively for high schools, containing 718 rooms, exclusive of those used only for recitation. There were enrolled in all the high schools in the State 18,326 girls and 14,221 boys, taught by 613 men and 238 women.

##### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the Appendix, and for summaries of the same, see corresponding tables in the report of the Commissioner preceding.



## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, Columbus, including the State Agricultural College, admits both sexes on equal terms, and presents for 1-84-'85 classical, scientific, and philosophical courses, covering 4 years, and leading to the degrees of A. B., Ph. B., and Sci. B., also technical courses, leading to those of C. Eng., Mech. Eng., Mining Eng., and B. Ag. The institution enrolled 152 collegiate and 146 preparatory students, all under 22 instructors. The library numbered 5,000 bound volumes and about 1,000 pamphlets, and reported an increase of 2,000 during the year. The value of all property belonging to the school is estimated at \$600,000. The State appropriated \$10,450; the income from productive funds was \$32,270, and from tuition fees, \$5,138.

Other institutions claiming collegiate rank and reporting for 1884-'85 are as follows: Adelbert College, Cleveland; Ashland College, Ashland; Baldwin University, Berea; Belmont College, College Hill; Buchtel College, Akron; Capital University, Columbus; Denison University, Granville; German Wallace College, Berea; Hebrew Union College, Cincinnati; Heidelberg College, Tiffin; Hiram College, Hiram; Hopedale Normal College, Hopedale; Kenyon College, Gambier; Marietta College, Marietta; Union College, Mt. Union; Muskingum College, New Concord; National Normal University, Lebanon; Oberlin College, Oberlin; Ohio Central College, Iberia; Ohio University, Athens; Otterbein University, Westerville; Ohio Wesleyan University, Delaware; Rio Grande College, Rio Grande; Scioto College, Scioto; St. Joseph's and St. Xavier's Colleges, Cincinnati; Cincinnati, Urbana, and Wooster Universities, at towns of same names; and Wilmington College, Wilmington.

Nearly all the above institutions admit women on equal terms with men. All but the University of Cincinnati give preparatory training, 7 have philosophical courses, all have classical, and nearly all scientific courses of 4 years. All include in their curricula some of the ancient or modern languages, as well as music or some of the fine arts, and preparation for teaching or business is provided by nearly all. The State superintendent gives as the aggregate number of students in attendance during the year, 1,309 young men and 948 young women, under 306 regular instructors. The number that received the degree of A. B. at the last commencement was 200 men and 38 women; of Sci. B., 120 men and 34 women; of Ph. B., 19 men and 16 women; and the total graduated at the close of the year's session, 347 young men and 126 young women. The income received from students was \$114,966; from other sources, \$238,955; entire expenditures, exclusive of those for permanent improvements, \$458,218. Aggregate value of property, \$8,658,524, that of the State university being valued at \$1,100,000, including endowments. The above statistics, however, include one institution not on the college list of this Bureau, viz, Harlem Springs College, which may be found in Table VI of the Appendix. A total of \$255,602 was received during the year in gifts or bequests by 9 of the above institutions. Of this amount, Buchtel College received \$55,000; German Wallace College, \$10,000; Ohio Wesleyan University, \$50,000; Denison University, \$425; Hiram College, \$50,000; Marietta College, \$25,000; Muskingum College, \$5,000; Oberlin College, \$40,177; Otterbein University, \$20,000.

## INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of institutions of this class, see Table VIII of the Appendix, and the summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

Scientific courses of study are provided in nearly all the colleges and universities in the State, and in the Ohio Mechanics' Institute, Cincinnati, and the Case School of Applied Science, Cleveland.

In the 4 technical courses of the State university provision is made for instruction in geology, chemistry, agriculture, mathematics, civil and mechanical engineering, mining and metallurgy, botany and horticulture, agricultural chemistry, veterinary science, and military science and tactics, as well as in ancient and modern languages.

The *Ohio Mechanics' Institute* includes 3 departments, viz, mechanical, architectural, and artistic, each with elementary, intermediate, and advanced grades. The mechanical department enrolled 131 students, the architectural 90, and the artistic 134, while a class for modeling in clay had 6, making in all 361. The falling off of 67 in the year was largely due to so many being out of employment, making it difficult to meet the necessary expenses.

The *Case School of Applied Science*, Cleveland, provides courses of study in civil engineering, mathematics and astronomy, physics and chemistry, each covering 4 years and leading to the degree of Sci. B. The courses are open to special students, not candidates for a degree, for study in certain lines, on their proving a capacity for

pursuing the studies they select. Mrs. Laura B. Axtell, of Cleveland, a sister of Leonard Case, the founder of this school, is said by a current Boston journal to have bequeathed her entire fortune, amounting to \$1,000,000, to the school.

For statistics of these schools, see Tables IX and X of the Appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in at least 13 institutions and departments of colleges, among them being Lane Theological Seminary, Cincinnati; St. Mary's Theological Seminary, Cleveland; German Lutheran Seminary, Columbus; Union Biblical Seminary, Dayton; Theological Seminary of the Protestant Episcopal Church, Gambier; Heidelberg Theological Seminary, Tiffin; United Presbyterian Theological Seminary of Xenia; and in the theological departments of Ashland, German Wallace, Oberlin, and Wittenberg Colleges, and of Urbana and Wilberforce Universities. Nearly all offer a course of instruction covering 3 years of from 30 to 40 weeks each.

For statistics of these schools see Table XI of the Appendix.

**LAW.**—Legal training is found in the Law School of the Cincinnati College, in a 2-years course of 30 weeks each, including elementary law and contracts and real property for the junior year; and equity jurisprudence, evidence, constitutional, criminal, and mercantile law, and other subjects, for the senior. There were 55 students graduated at the commencement of 1885. The school had in 1883-'84 a carefully selected library of over 3,000 volumes, to which additions are made each year from an annual appropriation of \$1,500 for that purpose.

The College of Law of the National Normal University, with a faculty of 5 members besides a librarian, presents a 2-years course of 48 weeks each, which seems to be combined with classical studies also. No requirements for admission; but to receive the degree of LL. B., students must first have obtained from this or some other institution the degree of A. B.

**MEDICINE.**—Medical instruction is given in 13 schools of medicine recognized by the Illinois State Board of Health, 9 regular, 2 homœopathic, and 2 eclectic. The regular schools reporting for 1884-'85 were the Medical College of Ohio, Cincinnati; medical department of Western Reserve University, Cleveland; Starling Medical College, Columbus; Cincinnati College of Medicine and Surgery; Miami Medical College, Cincinnati; medical department of the University of Wooster, Cleveland; Columbus Medical College; Toledo Medical College; and Northwestern Ohio Medical College, Toledo.

For admission, all require a diploma or certificate of graduation from some school of high grade, or a thorough examination in the branches of a good English education. For graduation, candidates must be 21 years of age, must have pursued 3 years of study, have attended 2 full courses of medical lectures, and have passed a final satisfactory examination on all the branches taught. The total number of matriculates for the year was 739; graduates, 255.

The Homœopathic Hospital College, Cleveland, and Pulte Medical College, Cincinnati, with the same requirements for admission as the regular schools, present a 3-years course of study and 2 full courses of lectures. A 3-years graded course is recommended but not required. For graduation, candidates must be 21 years of age, and must pass successfully a final examination. Matriculates for the former in 1884-'85 were 84; graduates, 30; for the latter, matriculates 52, graduates 30.

The Eclectic Medical Institute and the American Eclectic College, both of Cincinnati, require for admission either a certificate of graduation from a high school or collegiate institution, or a first-grade teachers' certificate; lacking these, there must be a satisfactory examination in the English branches of study. The course of study in both covers 2 annual sessions of about 20 weeks each. For graduation both require 2 years of previous study and attendance on 2 full courses of lectures, and the passing of a final examination in all the branches taught. For the former a 3-years graded course is recommended, but not required; for the latter, a post-graduate session is provided, occupying 8 weeks.

#### SPECIAL INSTRUCTION.

##### TRAINING IN MUSIC.

The *Cincinnati College of Music*, incorporated under the laws of the State, is handsomely endowed by Mr. Reuben R. Springer and other benevolent citizens of Cincinnati, and devotes its entire income to instruction in the art of music, as well as dramatic action, modern languages, and elocution. Besides some forty rooms for purposes of instruction, the college has a large and beautiful concert hall, with a seating capacity for 1,200 persons. The stage is fully equipped for operatic and dramatic performances, and in the academic department provision is made for training for the concert and operatic stage by actual performance in opera. For admission to



this department students must pass a satisfactory examination, conducted by a board of examiners appointed by the trustees from the college faculty. In this department in 1884-'85 were enrolled 57 students. The general school, with an enrollment of 112 students, is divided into 8 departments, viz, of instrumentalists, of vocalists, of theory, of chorus classes, of elocution, of languages, of operatic training, and a lecture department. The studies of the first 4 departments are compulsory, of the last 4 optional. In the theory department, instruction is given in thorough bass, simple and double counter-point, composition, and in the art of orchestration and instrumentation.

#### INSTRUCTION IN GERMAN.

Under a State law, it is the duty of boards of education to cause the German language to be taught in any public school of the State when demanded by 75 free-holders of any school district, representing not less than 40 pupils who intend to study the German and English languages together. By a later law, where 100 pupils desire German teaching, a special department may be provided for them. Children in districts where no provision is made for such instruction may be received into the nearest school in which the language is taught, by obtaining a written permit from the trustees of the district in which they reside. In connection with English branches excellent provision is made by the State for securing instruction in German, and it is claimed that nearly one-fourth of the entire number of pupils who study this language in the United States are found in Ohio. In 1884-'85 there were in the public schools of the State 40,302 youth studying German, under 473 teachers; in private schools, 224 pupils under 10 teachers; in Protestant church schools, 2,608 pupils under 27 teachers; and in Catholic church schools, 28,952 pupils under 470 teachers. Total, 72,146 pupils under 980 teachers. Teachers of German may give instruction in this language only, except in translation, music, and drawing.

#### EDUCATION OF THE DEAF AND DUMB.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, has 4 literary departments, viz, primary, grammar, academic, and articulation; also an industrial department for instruction in bookbinding, carpentry, printing, and shoemaking for boys, and sewing and general housework for girls. This, however, is in no case allowed to interfere with school studies, which occupy 4 hours of each day, and one evening hour. For free admission, pupils must be residents of the State, between the ages of 8 and 21 years, of sound mind, and of good moral character. The general length of term is 7 years, the utmost limit 10 years. In 1884-'85 the institution enrolled 243 boys and 215 girls, under 25 teachers, 6 of whom were semi-mute. Articulation is taught. The institution owns ten acres of land, valued with buildings, etc., at \$750,000.

The *Cincinnati Day School for Deaf Mutes*.—The number of pupils who entered this school during the year was 32, and the average attendance 28, showing that the most of those who entered remained during the entire year. Two teachers are employed, instruction being given in the sign language. The course of study covers 7 years, and includes the common school branches, with composition, drawing, penmanship, and object lessons.

#### EDUCATION OF THE BLIND.

The *Ohio Institution for the Education of the Blind*, Columbus, gives instruction in common and higher English branches, in Latin, and in vocal and instrumental music. In the industrial department there is training in piano tuning, chair caning, broom making, sewing, knitting, and beadwork. Kindergarten instruction is also given. The age for admission is from 6 to 21 years, and persons over 21 years of age and free from bad habits can enter the institution for one year to learn a trade. The record of enrollment for the year is 153 boys and 107 girls, of average attendance 188; new pupils entered, 40.

#### EDUCATION OF THE FEEBLE-MINDED.

The *Ohio Institution for the Feeble-Minded*, Columbus, admits children between the ages of 6 and 15 years who are incapable of being educated at ordinary schools. In addition to common school studies, farming, gardening, shoemaking, sewing, and general housework are taught. The main building, having been destroyed by fire, was rebuilt and occupied during the year, thus admitting many little ones whose opportunities for improvement were passing away. There were 407 boys and 251 girls in the school, 154 being admitted who had been temporarily absent on account of the fire.

#### INDUSTRIAL AND REFORMATORY TRAINING.

The *Boys' Reform School*, located on a farm of 1,201 acres near Lancaster, admits criminal boys only, and undertakes their moral, intellectual, and industrial training. In addition to the common school branches, algebra and natural philosophy enter into the seventh and eighth grades. Instruction is given in vocal and instrumental music by competent teachers. A large and valuable library belongs to the school, new



books being added yearly. A paper is published in the institution weekly with satisfactory results, the boys setting the type under the direction of a competent foreman. Instruction is given in farming, gardening, shoemaking, mending, and knitting. Since the organization of the school 4,070 boys have been admitted, of which number 436 were in charge in 1884-'85. In giving some of the causes of the fearful prevalence of juvenile criminals the report says that illiteracy is one cause; about one-third of the boys, when admitted, could not read.

The *House of Refuge and Correction*, Toledo, undertakes to govern, educate, and reform juvenile offenders. Close application to study in the common school branches is required of all the inmates one-half of each day, while the farm and knitting factory afford ample facilities for industrial training.

The *Girls' Industrial Home*, Delaware, aims to educate and reform young girls committed to its care. The schools are graded, and pupils are advanced upon a successful examination. The routine of sewing, knitting, cooking, and general housework necessary for the institution is performed by the inmates. The number remaining in the home at the close of 1884 was 277.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

The Ohio Teachers' Association held its thirty-sixth annual meeting at Chautauqua, N. Y., July 7-9, 1885. The superintendents' section (seventeenth session) was called to order by R. McMillen, chairman of the executive committee, and Dr. Alston Ellis, president of the section, delivered his inaugural address, after which papers were read on "Manual training as a preparation for teachers," "Defects in our compulsory law and remedies suggested by the laws of other States," "A week in my school-room," and "That boy." The general association convened the second day, the retiring president, E. F. Moulton, in the chair. The new president, Dr. Aaron Schuyler, delivered his inaugural address on "The sensibilities in education." On motion of Mr. Brown, all teachers in attendance from other States were elected honorary members of the association, with the privilege of taking part in the discussions. Ex-President Moulton moved to make the annual membership fee for ladies 50 cents instead of \$1, which motion after an animated discussion was lost. Among the papers read and presented for discussion were "Training the will," "What can teachers do to secure proper home education?" "A new departure in geographical teaching," "Philosophy of teaching," and "The Chautauqua idea in relation to public education." Notice was given by Superintendent Parker that at the next meeting steps would be taken to reduce the membership fee of ladies who receive an annual salary of less than \$900, from \$1 to 50 cents.

### CHIEF STATE SCHOOL OFFICER.

HON. D. F. DE WOLF, *State commissioner of common schools, Columbus.*

[Term, January, 1881, to January, 1884.]

Succeeded by HON. LE ROY D. BROWN.

[Term, January, 1884, to January, 1887.]

## OREGON.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth 4 to 20 years of age a.....	73,867	80,018	6,151	.....
Enrolled in public schools.....	43,157	46,107	2,950	.....
Average daily attendance.....	39,512	31,005	.....	8,507
Per cent. of school youth enrolled....	58.43	57.62	.....	.81
Per cent. of school youth in attendance.	53.49	38.75	.....	14.74
Attending private schools.....	5,230	.....	.....	.....
Total enrollment, public and private.	48,387	.....	.....	.....
Per cent. of school youth in whole enrollment.	63.51	.....	.....	.....
Attending graded schools.....	7,429	.....	.....	.....
Reported as in no school.....	24,372	.....	.....	.....
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Organized school districts.....	1,206	.....	.....	.....
Number of these reporting.....	1,146	.....	.....	.....
Graded schools reported.....	46	.....	.....	.....
State school-houses built in the year.	95	.....	.....	.....
State school-houses built previously.	1,074	.....	.....	.....
Whole number of State school-houses.	1,169	.....	.....	.....
Average time of schools, in days.....	90	95	5	.....
Private schools reported.....	173	.....	.....	.....
Average time of such schools, in days.	63.20	.....	.....	.....
<b>TEACHERS.</b>				
Men teaching in public schools.....	623	743	120	.....
Women teaching in public schools....	913	958	45	.....
Whole number of teachers.....	51,712	1,701	.....	11
Number of these in graded schools....	143	.....	.....	.....
Teachers in private schools.....	206	.....	.....	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	\$46 75	\$48 22	\$1 47	.....
Average monthly pay of women teaching.	35 45	36 96	1 51	.....
Expenditure for public schools.....	478,677	513,152	34,475	.....
Amount of available school fund....	1,000,000	1,000,000	.....	.....
Valuation of public school property.	1,454,506	1,160,433	.....	\$294,073

a Age for distribution of school funds. Age for attendance in public schools, 6-21.

b Several counties did not report the sex of teachers.

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

As the report of the State superintendent is biennial, only a return comes for 1884-'85. It may be seen that the average daily attendance in the public schools fell off by more than 8,000, while in the preceding year there had been an increase of over 12,000. The age for distribution of school funds is 4 to 20, but for free attendance in the public schools of the State, 6 to 21. There was expended in the year, for sites, buildings, and furniture, \$117,500; for libraries and apparatus, \$3,500. The entire income for public schools was \$500,776, or \$12,376 less than the expenditure.

## ADMINISTRATION.

For the general management of public schools there is a State superintendent of public instruction elected quadrennially by the people. The governor, superintendent, and secretary of state constitute a State board of education. For counties there are county superintendents of common schools, elected biennially by the voters of the county; for districts, boards of 3 directors, chosen by the voters of the district for 3 years, with annual change of 1, and a district clerk elected at the same time for 1 year.

District school boards receive State school funds (which are apportioned on the basis of children of school age), and must report to their county superintendents, they to the State superintendent annually, and he biennially to the legislature. Uniformity of text books is secured by the State superintendent sending to the county superintendents quadrennially a circular naming the required studies; each county superintendent marks against each study the text book he prefers, and those called for by a majority of the superintendents are authorized by the State board to be used 4 years. Any school district of 10,000 or more inhabitants may have one or more of its common schools taught in the German language, on the petition of 100 qualified voters of the district. Widows with children to educate, and owning taxable property in the district, are entitled to vote in school meetings. Any qualified voter, man or woman, is eligible to the office of school director. Sixty days, or 12 school weeks, constitute a quarter of a school year.

## SCHOOL FINANCES.

The public schools are sustained from the proceeds of a State school fund, from escheats and forfeitures, moneys paid for exemption from military duty, gifts, devises, and bequests for common school purposes, property granted to the State with no specified object, a county tax of 4 mills on \$1, and from a tax which district meetings, legally called, may levy on real and personal property in the district.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

Any city or incorporated town of 10,000 or more inhabitants may be organized into a district and elect a board of 3 or more directors, who may engage a superintendent, employ teachers, prescribe courses of study, improve the grading of schools when necessary, and create a board of examiners to test the qualifications of teachers. Schools are free to youth 6 to 21 years of age residing in the district where they are held, and persons from outside may be admitted on such terms as the district may direct.

Portland has a board of 5 directors, a school clerk, a city superintendent, and a board of examiners. For statistics of the schools of Portland, see Table II of the Appendix.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

Persons wishing to teach in the public schools of the State must present certificates of qualification from the State board of education, a county superintendent, or a city board of examination. Life diplomas, granted by the State board, entitle the holders to teach in any public school in the State during life. The board also issues diplomas good for 6 years, for 2 years, and for 6 months. Each county superintendent is required to examine in the branches taught in the common schools all applicants intending to teach in his county, and may issue the two last named certificates.

## STATE NORMAL TRAINING.

The *Oregon Normal School*, Monmouth, and the *Ashland College and Normal School*, Ashland, organized by the State in 1882, have courses of study covering 3 years, which may be shortened by those who come with the requisite scholarship and give their whole attention to the professional course, with practice teaching in the third year. Men over 21 and women over 18 years of age, completing the required course in either school and passing an examination approved by the State board of education, receive a State diploma good for 6 years, and, if these years are spent in successful teaching in the State, a life diploma may be granted by the board.

The University of Oregon, Eugene, for 1884-'85 offered a senior year of normal training; but what preceded it does not appear, except that in 1883-'84, a full 3-years course was noted.

## OTHER NORMAL TRAINING.

McMinnville and Philomath colleges, and Willamette University offered normal training in well arranged courses, which in the first 2 are of 2 years each, and in the last of 3 years.



## TEACHERS' INSTITUTES.

The State superintendent is required by law to hold a teachers' institute in each judicial district in the State at least once a year. Teachers must attend the one held in the county in which they reside, or furnish a satisfactory excuse. School directors are urged to allow teachers a reasonable time to attend such institutes, without loss of wages.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

High schools must be maintained at least 6 months in districts with 1,000 or more youth of school age, and in these schools must be taught, in addition to the common English branches, such other branches as the directors may prescribe.

## OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the Appendix, and for summaries of the same, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Oregon*, Eugene City, for both sexes, has English preparatory and collegiate departments. The latter includes 3 courses of study, classical, scientific, and English, each of 4 years. A preliminary examination is required for admission to either of these courses. For the benefit of students not prepared to enter the collegiate department, there is a 2-years preparatory course. In 1834-'85 there were 135 students in the collegiate course, 44 in the preparatory, and 9 in the normal. In 1834, the degree of A. B. was conferred on 8, and that of Sci. B. on 4 graduates from the collegiate course, while certificates of graduation were given to 6 normal students. In 1835 the degree of A. B. was conferred on 3, and that of Sci. B. on 4 graduates. Normal students completing the course, 9.

Other institutions reporting for 1834-'85, are Corvallis College, Corvallis; Pacific University, Forest Grove; Blue Mountain University, La Grande; Baptist College, McMinnville; Christian College, Monmouth; Philomath College, Philomath; Saint Michael's College, Portland; and Willamette University, Salem. All give preparatory training, and all but 2 offer classical and scientific courses of 4 years each. The instruction at Saint Michael's embraces elementary and higher branches of study, with telegraphy and printing. Willamette University, in its college of liberal arts, provides instruction in 4 different courses of study—classical, Latin-scientific, modern literature and art, and scientific courses. The first 2 embrace 4 years of study, the others, 2. The Conservatory of Music, a college for women connected with the university, affords facilities for a thorough education in the theory and practice of music, vocal and instrumental. The university also presents a business course, as well as colleges of law and medicine. Philomath presents a business course, also training in music and art. Christian College has a 4-years commercial department, the course covering also vocal and instrumental music, drawing and painting. Pacific University presents schools of music and art. Twice a week the young men are trained to drill in infantry and artillery tactics by a special instructor. The classical and scientific courses of this school cover 3 years each. Penmanship is free. Blue Mountain reports a college of fine arts, including departments of music and painting; also a post-graduate course. All but Saint Michael's, which is Roman Catholic, admit young women; Pacific and Willamette have special arrangements for them.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

*Oregon State Agricultural College*, Corvallis, includes in its 4-years scientific course astronomy, chemistry, civil engineering, field surveying; analysis of minerals, ores, and soils; theory and practice of agriculture and horticulture, use of farm implements, drainage, stock breeding, military drill, with higher English and ancient languages. The school of mathematics is also divided into 4 classes. Fruit culture and mechanical departments are in contemplation.

The State university has about \$2,000 worth of mathematical instruments, and students in engineering or surveying can, by means of the solar compass and engineer's transit, become acquainted with practical field work in their departments. The department of astronomy, physics, and chemistry, as well as that of geology, mineralogy, and natural history, is provided with suitable apparatus, and large and valuable

collections of eastern and foreign minerals, illustrating truth to the classes taught in these departments.

#### PROFESSIONAL.

**THEOLOGY.**—Theological training was contemplated in Christian College in 1881-'82, but whether such instruction is being given is uncertain, as no further information has been received.

**LAW.**—Legal instruction is given in Willamette University in a 2-years course, the students being divided into 2 classes. The junior year is devoted to the study of general commentaries upon municipal law, the law of contracts, of real estate, and commercial law. The senior year includes equity-jurisprudence, torts, criminal law, evidence, pleading, and practice. Moot courts are held regularly, one of the professors presiding, with the students as counsel.

The State university, at the annual meeting of its board of regents, passed a resolution providing for a school of law at Portland, and appointed Mr. Richard A. Thornton professor of the science and practice of the law therein, with authority to provide lecturers, charge fees, etc. The school was opened October 10, 1884, but no further information has been received.

**MEDICINE.**—The medical department of the State university, at Portland, has a faculty of 11 professors and 1 demonstrator. For admission, students must hold a diploma of graduation from a literary and scientific college, or high school, or must pass a satisfactory examination in the English branches of education, including mathematics, English composition, and elementary physics or natural history. The course covers 3 years of 25-week terms. Instruction is given by didactic and clinical lectures, practical work in the dissecting room, chemical and physiological laboratories, and by daily quizzes upon the subjects of the preceding lectures. A 3-years graded course is recommended, but not required. For graduation and a degree, students must be 21 years of age, must have been engaged in the study of medicine for at least 3 years, and have attended 2 full courses of lectures, and must pass successfully a final examination as to professional attainments. For 1884-'85, there were 23 matriculates and 8 graduates.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF.

*Oregon School for Deaf Mutes*, Salem, founded in 1870, in 1884-'85 had 28 pupils under 2 instructors. The instruction was in common English branches and domestic employments. The State appropriated \$4,000 for the year, and \$1,800 was contributed to the building fund. The property belonging to the institution was valued at \$7,000. Expenses for the year, \$5,800.

##### EDUCATION OF THE BLIND.

*Oregon School for the Blind*, Salem, founded in 1883, provides instruction in common English studies, with physiology, natural philosophy, history, and vocal and instrumental music. Some attention is given to industrial training, but, from lack of funds, only needle-work for the girls appears to have been taught in 1884-'85. A Bible of 8 volumes, in line print, had been received from Mrs. Clara Skinner, a blind lady of Portland, and 39 volumes of miscellaneous books, in raised print, from the American Printing House, Louisville, Ky. The library has 250 volumes. The number of pupils in the school in 1884-'85 was 12. State appropriation for the year, \$7,000. Value of property, \$5,000. Expenditures, \$7,550.

#### CHIEF STATE SCHOOL OFFICER.

HON. E. B. McELROY, *State superintendent of public instruction, Salem.*

[Term, September 11, 1882, to January 1, 1887.]<sup>1</sup>

<sup>1</sup> The regular term is 4 years, but in 1882 the terms of the governor and other State officers were so changed by the legislature as to make them begin January 1 instead of September 1. Hence the present incumbents have a little longer term.

## PENNSYLVANIA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) <i>a</i> .....	1,422,377	1,422,377	.....	.....
Enrolled in public schools.....	966,039	982,158	16,119	.....
Average daily attendance.....	635,678	657,123	21,450	.....
Per cent. of school youth enrolled..	67.92	69.05	1.13	.....
Per cent. of enrolled in average attendance.	65.80	66.90	1.10	.....
Per cent. of school youth in average attendance.	44.63	46.19	1.50	.....
Pupils in private schools.....	631,160	30,355	.....	805
Per cent. of all pupils to school youth.	70.11	71.18	1.07	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	2,241	2,258	17	.....
Free schools in these districts.....	19,919	20,254	335	.....
Number of free schools graded.....	8,345	8,359	14	.....
Schools with Bible reading <i>c</i> .....	14,376	12,953	.....	1,423
Schools that teach drawing <i>c</i> .....	5,679	4,138	.....	1,541
Schools that teach vocal music <i>c</i> ....	5,255	4,056	.....	1,199
Schools that teach higher branches <i>c</i> .	2,306	2,243	.....	63
Schools with uniform text books <i>c</i> ..	16,140	14,228	.....	1,912
Schools for colored children only <i>c</i> ..	47	23	.....	24
Districts with school libraries <i>c</i> ....	198	578	380	.....
School-houses for free schools <i>c</i> .....	13,246	12,709	.....	537
School-houses rated as first-class <i>c</i> ..	4,043	4,028	.....	15
School-houses built in the year <i>c</i> ....	445	432	.....	13
Average time of schools, in days....	148 $\frac{1}{4}$	156	7 $\frac{3}{4}$	.....
TEACHERS.				
Men teaching in public schools.....	8,559	8,471	.....	88
Women teaching in public schools..	13,905	14,393	488	.....
Whole number of teachers.....	22,464	22,864	400	.....
Number employed more than 5 years.	7,733	6,039	.....	1,694
Number employed less than a year.	1,870	1,609	.....	261
Graduates of State normal school ..	1,310	1,158	.....	152
Attended State normal school.....	3,810	3,701	.....	109
Teachers in private schools.....	1,551	740	.....	811
FINANCIAL STATEMENT.				
Average monthly pay of male teachers.	\$38 47	\$39 01	\$0 54	.....
Average monthly pay of female teachers.	29 39	30 08	69	.....
Whole expenditure for public schools.	9,545,633	9,800,405	254,767	.....
State appropriation toward this....	1,000,000	1,000,000	.....	.....
Valuation of public school property..	31,836,098	32,614,446	728,348	.....

*a* United States census of 1880, Pennsylvania taking no school census.*b* These include academic as well as lower grade schools.*c* Not including Philadelphia.



## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The preceding statistics show a steady but not large advance of the common schools of the State at the most vital points. The average term was increased to 7.09 months, though the minimum term of 5 months remained. The legislature has been urged to advance it to 6 months, but had not done so up to 1885. The superintendent thinks that the people who have carried the average term beyond 7 months will not much longer allow the public funds to be appropriated to schools for children that receive only 5 months' tuition.

A gratifying increase of 16,119 in enrollment was exceeded by a still more gratifying one of 21,450 in average daily attendance. Yet the difference of 325,030 between the enrolled and the average number in attendance is still large.

The chief school officer therefore urges that every effort be made to remedy this evil, and echoes the appeal from all the States that every inducement be held out to increase both the enrolled and average daily attendance, or more stringent legislation will be required in favor of compulsory attendance. Some mitigation of this non-attendance is found in an analysis of ages in school youth of 6-21 years, and it will be seen that a much less per cent. of illiteracy exists than is indicated by the statistics reported. In the first place, there were 30,355 enrolled in private schools. Then, there will be found comparatively few over 16 in the public schools. From these many have graduated on reaching that age, and are in colleges or in commercial or industrial pursuits. The difference of 440,219 between the enrolled and school youth does not, therefore, represent the measure of illiteracy.

In the matter of teachers the trend toward employing women is noted in a decrease of 88 men teachers, and an increase of 488 women. Yet the average monthly pay of women is \$9 less than that paid to men. The superintendent regards this as an unjust discrimination, in view of their general good work, which seems fairly to warrant for them the same pay as men.

In respect to school buildings much improvement is reported. The erection of 432 new school-houses during the year, with improved architecture and ventilation, shows how rapidly comfortable school buildings are displacing those unfit for use. Mention is made of the erection, during the year, of a model school building in one of the districts of Clearfield County by General Patton, at his own expense, the cost, furnished and complete in all arrangements, being \$40,000. It is said to be one of the finest and most substantial school buildings of its kind in the State.

Arbor Day was quite generally observed. Instruction in physiology and hygiene, required by law, is assured by the law-abiding habits of directors and teachers.

The knowledge, says the superintendent, of the effects of alcohol and narcotics on the human system is of vast account, and such special application of it in the way of warning to the young properly belongs to the moral discipline which should characterize all teaching, whether required by definite statute or not.

## ADMINISTRATION.

The public schools of the State continue to be under the supervision of a State superintendent of public instruction, appointed for 4 years by the governor, with the consent of the senate. The superintendent may appoint a deputy. Local supervision is through county superintendents, elected by the school directors, and through school directors in independent school districts in the county, 6 for each district, elected for 3 years by the qualified voters. Women are eligible to all school offices. In consolidated districts (cities or boroughs) there are directors in each ward to look after school property and buildings and the collection and disbursement of taxes in that ward, with a board of controllers, composed of all these directors, for other school matters of the city or borough. Directors and controllers must provide a sufficient number of schools for the free education of all youth 6-21 years of age, regardless of race or color. The State also provides for the free instruction of the deaf, dumb, blind, and feeble-minded. The sessions of school must cover at least 5 months annually to entitle districts to their share of the appropriation. It is the duty of directors to establish night schools in cities and towns where there are sufficient youth needing instruction in them to warrant such schools. Half-time schools are permitted in cases where children cannot attend the whole time. Teachers must report monthly to the directors under whom they serve; these directors annually to their county superintendents, they to the State superintendent, and he to the legislature.

## SCHOOL FINANCES.

To sustain the public school system the State appropriates annually \$1,000,000, and authorizes in each school district the levy of an annual tax not to exceed 13 mills on the dollar for instruction, and as much more for buildings. Fines and forfeitures are

applied to school purposes. The amount of State appropriation due each district is based upon the number of taxpayers, as certified by the county commissioners at each triennial assessment.

## NEW LEGISLATION.

Among the new laws of 1885 appear the following: Instruction in physiology and hygiene in public schools is prescribed with a view to an understanding of the effects of narcotics and stimulants on the human system; a law authorizing districts and boroughs with 5,000 or more inhabitants to have superintendents of schools was made applicable to townships also; another authorized the purchase by school boards of text books for supply of schools free of cost to the pupils; another permitted 2-term and 3-term contracts with principals and assistants of high and normal schools, instead of the former engagements for one term only; another prohibited the employment of boys under 14 and all women and girls in the coal mines of the State, thus releasing thousands of children from labor to attend school; cities of the third class were authorized to hold separate institutes. The supreme court of the State decided, September 12th, that the scriptures are not sectarian, that they come under the head of text books, and should not be omitted from the list of books used in public schools.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

School districts composed of cities or boroughs have boards of directors, usually of 3 for each ward, and may have a superintendent where there is a population over 5,000 inhabitants.

Philadelphia and Pittsburg, under special laws, have boards of education which do not include the ward boards.

## STATISTICS.

1884-'85.

Cities.	Population census of 1880.	Children of school age.	Enrollment in public schools.	Average number at- tending.	Number of teachers.	Expendi- ture.
Allegheny .....	78,682	.....	12,669	10,943	229	\$304,924
Allentown .....	18,063	.....	3,675	.....	62	57,292
Altoona .....	19,710	.....	3,691	3,126	66	48,869
Beaver Falls .....	8,000	.....	1,481	1,066	28	16,596
Bradford .....	9,197	.....	1,896	1,309	27	36,383
Carbondale .....	7,714	.....	1,694	1,148	27	12,892
Chester .....	14,997	.....	2,719	1,842	51	32,670
Columbia .....	8,312	.....	1,620	1,269	26	30,352
Danville .....	8,340	.....	1,575	1,076	.....	14,237
Easton .....	11,924	.....	2,364	1,750	54	81,989
Erie .....	27,737	8,319	5,174	3,650	116	80,049
Harrisburg .....	30,762	.....	6,123	4,046	115	81,036
Johnstown .....	8,380	2,050	1,752	1,287	33	23,596
Lancaster .....	25,769	.....	4,259	2,932	74	.....
Lebanon .....	8,778	2,685	1,685	1,294	33	18,472
McKeesport .....	8,212	.....	1,924	1,323	32	46,483
Meadville .....	8,860	.....	1,691	1,316	37	31,522
New Castle .....	8,418	.....	1,868	1,290	35	16,287
Norristown .....	13,063	4,200	2,366	1,656	45	36,693
Philadelphia .....	847,170	.....	108,111	97,522	2,225	1,699,865
Pittsburg .....	156,389	.....	27,440	19,875	543	628,215
Pottsville .....	13,253	.....	2,543	1,884	51	44,940
Reading .....	43,278	.....	7,113	5,987	162	151,709
Scranton .....	45,860	.....	10,341	7,111	232	135,370
Shamokin .....	8,184	.....	2,152	1,506	35	18,797
Shenandoah .....	10,147	3,500	2,383	1,439	33	22,582
Titusville .....	9,046	.....	1,648	1,265	33	32,250
Wilkes Barre .....	23,339	.....	45,900	3,600	95	93,371
Williamsport .....	18,934	5,362	3,689	2,504	70	48,584
York .....	13,940	3,264	2,864	2,002	60	51,089

a Includes 450 in evening schools.

## ADDITIONAL PARTICULARS.

*Allegheny* presents for 1884-'85 a record of unusual progress, showing a gain of 1,888 in enrollment and of 1,637 in average daily attendance. The per cent. of registered pupils in average daily attendance reached the high rate of 86.42. There were 19 school buildings, all of brick or stone, 18 of them first class, and all with grounds of sufficient size, suitable improvements and furniture, graded classes, uniform text-books, and instruction in music and drawing. Only 1,000 children of school age are reported not in school.



*Allentown*, in a return for 1884-'85, shows 10 school buildings with 3,700 sittings, affording ample room for its enrolled attendance. This fell off 120 from 1883-'84. Expenditure for public schools was \$20,955 less than in the former year. Schools were taught 193 days. In private schools there were about 200, same as in the year before. Public school property was valued at \$460,000.

*Altoona* reports 3,678 school sittings for its 3,691 registered pupils, which more than provides for its average daily attendance. The number enrolled increased 232, and the average attendance 289 over 1883-'84. There was retained 84.69 per cent. of enrolled in average daily attendance. Public schools were in session 193 days. School property was valued at \$145,000. Private schools enrolled about 1,000.

*Beaver Falls* reports 73.33 per cent. of enrolled pupils in average daily attendance. Drawing received more than usual attention, while vocal music was, for the first time, introduced into all the schools. A suggestive table, giving the ages of pupils enrolled during the year, shows that of the entire enrollment of 1,481, 1,359 were between 6 and 15, only 68 between 15 and 21, leaving 54 probably under 6, and making, exclusive of those under 6, a total average age of only 10.9 years for pupils actually in school.

*Braford* reports a gain over 1883-'84 of 131 in average attendance, while in enrollment and teachers there was a slight falling off, and one of \$20,243 in expenditure for public schools. There were 6 school buildings with 39 rooms for primary, grammar, and high schools, which were in session 213 days, and retained 85.57 per cent. of enrolled pupils in average daily attendance. Public school property was rated at \$62,150. Private schools had an estimated enrollment of 350. No evening schools or special teachers are reported.

*Carbondale*, with 8 frame school buildings, 4 of them having grounds of sufficient size, and 1 with grounds suitably improved, had 24 well graded classes, under 27 teachers. It was estimated that there were 600 children of school age not in school, private schools enrolling about 200 under 5 teachers. In attendance, teachers, and expenditure for public schools small advances on 1883-'84 are noted. The average attendance was 67.76 per cent. of the enrollment.

*Chester*, showing for 1884-'85 a gain of 51 in enrollment and of 78 in daily attendance over 1883-'84, and the same number of teachers (51), held 67.74 per cent. of its registered pupils in average daily attendance. Instead of 10 school buildings with 2,356 sittings, as in 1883-'84, there were 8 with 2,536 sittings. Public school property increased in value from \$125,000 to \$130,000. Public schools were taught 195 days.

*Columbia* in 1884-'85 reports 74.62 per cent. of enrolled pupils in daily attendance; 4 school buildings of brick or stone, including 1 erected during the year. All were first class, with suitable furniture, and well supplied with apparatus. Text books were uniform; music and drawing were taught in all, and in 2 some of the higher branches were studied. Of children of school age 200 were in no school.

While there was a loss of 10 in enrollment, there was a gain of 26 in average attendance, and an expenditure of \$10,849 more for public schools than in the previous year, \$13,456 having been expended for school buildings, including renting, purchasing, and building.

In *Danville* the statistics of attendance and expenditure show a slight falling off as compared with 1883-'84. There were 124 fewer enrolled; 106 fewer in average attendance; and an expenditure of \$1,956 less for public schools.

*Easton* reports an advance at all points beyond 1883-'84. The enrollment increased 53, average attendance 25, teachers 2, while expenditure for public schools exceeded that of last year by \$29,415.

There were 10 school buildings, with 1,493 sittings for primary schools, 900 for grammar schools, and 252 for a high school, affording 281 more sittings than required for its enrolled pupils. The 54 teachers held 74 per cent. of enrollment in average daily attendance in sessions of 198 days. Private schools enrolled about 100. School property advanced in value from \$222,000 to \$237,900. No evening schools or special teachers are reported.

*Erie* reports in 1884-'85 all but 645 of her school population enrolled in schools, the public ones having 5,174, and private schools 2,500, enrolling 92.25 per cent. of school youth. Of the 8,319 school youth, 2,122 were over 16, and only 363 of this age appear in the number enrolled. The only decrease is one of \$1,543 in expenditure for public schools. The increase in enrollment was 224; in average attendance, 232; and in teachers, 6.

In school accommodations the record is equally good; the public school buildings being first class, with grounds of sufficient size and suitably improved, all supplied with suitable furniture and apparatus, and all but 3 of brick or stone, the entire property being valued at \$338,700.

*Harrisburg* in 1884-'85 had 25 school buildings, with 4,451 sittings for primary schools, 1,187 for grammar schools, and 232 for a high school, in all 5,922. Of these 25 school buildings, only 13 had grounds of sufficient size, 17 were of brick or stone, 10 of them first class, and 15 well supplied with apparatus. There were 104 graded classes in 97 well classified schools. There were 900 pupils estimated as attending



private schools, and 1,000 children of school age out of school. The statistics of attendance show only 2 more youth enrolled and 18 more in average attendance than in 1883-'84, while expenditure for public schools fell off \$14,331. The average daily attendance was 66.08 per cent. of enrollment. One special teacher in drawing is reported. Public school property was valued at \$344,025.

*Johnstown* reports an enrollment in public and other schools of the same grade of 1,900, reaching the high rate of 92.68 per cent. of school youth, which leaves only 150 of them not in school. There was a gain of 45 in enrollment and of 25 in average daily attendance, but the expenditure for public schools in 1883-'84 exceeded that of this year by \$7,765. Of the 9 school buildings, 8 were on ample grounds suitably improved; 6 were of brick or stone and of first class. In all were 32 well classified schools, which retained 73.45 per cent. of enrollment in average daily attendance. School property was valued at \$120,000.

*Lancaster* in 1884-'85 increased its registered attendance by 327, its average attendance by 275. The sessions comprised 195 days. The enrollment included 263 in night schools, with an average attendance of 109. The per cent. of enrolled pupils in average attendance was 68.84. The estimated enrollment in private schools was 560. The 21 public school buildings were all on grounds of sufficient size well improved, and were of brick or stone; yet only 7 were first class, and 14 were badly ventilated; all were well supplied with apparatus. There were 73 well classified schools, with as many graded classes. School property was valued at \$225,800.

*Lebanon* shows an increase of 50 in enrollment and of 17 in average attendance over 1883-'84, and an expenditure for public schools of \$2,556 less. Schools were taught 187 days, in 9 school buildings. Public school property was valued at \$84,000. The estimated school population was 2,685, of whom 1,000 are put down as over 16 years of age. Adding to the public school enrollment 375 in private schools of like grade, makes a total of 2,060 registered in all schools, a number within 625 of the school youth reported.

*McKeesport*, with 1 school building erected during the year, had in all 4, with ample grounds, 3 of these of brick or stone, and the same number with suitable furniture. These held 30 well classified graded classes. With 1 less teacher employed there was yet a gain of 104 in registered pupils, of 113 in average attendance, and of \$20,981 in expenditure for public schools.

*Meadville*, with 38 well classified and graded schools, lost 89 in registration, gained 40 in average attendance, and expended \$1,975 more than in 1883-'84. It shows 5 school buildings, 3 of which were of brick or stone, and 3 had suitably improved grounds. These schools were taught 173 days, and school property was rated at \$30,000. Of the 1,691 registered pupils only 65 were over 16 years of age. Private schools reported 300 enrolled.

*New Castle* reports an increase of 53 in enrollment, but a decrease of 64 in average attendance, and expended \$4,855 less for public schools than in 1883-'84. Its 4 school buildings with 1,800 sittings appear to have been sufficient for the general attendance. The schools were in session 170 days, and school property was valued at \$53,200. One special teacher in penmanship was employed. Estimated enrollment in private and church schools, 375.

*Norristown* gained 36 in enrolled pupils and 35 in average attendance, but expended less for public schools. Its 6 schools buildings of brick or stone, all with good appliances, had sittings for 1,210 primary pupils, 810 grammar pupils, and 212 in a high school, in all 2,232. There were 43 well classified schools in as many grades, under 45 teachers.

Allowing the estimate of 360 in other than public schools of like grade, and 2,363 in public schools, we have 2,666 in all schools, out of a total of 4,300 of school age. This would seem to leave 1,634 out of school. But as this very nearly corresponds with the 1,500 who, it appears from a return, were over 16 years of age, and most of whom were possibly in higher schools or usefully employed, this number does not represent the illiteracy of the city, and presents an argument for the reduction of school age.

*Philadelphia*.—The president of the board of education, reporting for the calendar year ending December 31, 1884, says that progress has been made in every department. In no previous year have the members of the board taken a deeper interest in the affairs of the schools or devoted themselves with more energy to their improvement. During the year most important work was done in the revision of the courses of study in primary and secondary schools, the object being to break up the mechanical routine into which the teachers had fallen, and to substitute rational methods which should lead to the natural development of the child's powers. Rapid progress in this revision is noted, notwithstanding opposition from all sides. The changed attitude of teachers from distrust to confidence is mentioned as most gratifying. The teachers' meetings, conducted by the superintendent, stimulated the entire corps to higher endeavors. His Saturday morning lectures on the history and science of education were largely attended, and a truer appreciation of the meaning of education has taken possession of the minds of the best men and women engaged in instruction. With a

revision of the course came a change in the mode of examinations in primary and secondary schools. These are now conducted by the superintendent and are uniform throughout.

Industrial education in the public schools of the city has ceased to be an experiment. During the year the board of education made provision for such training as a part of the general instruction. The girls have not been neglected in this matter. Sewing as a branch of instruction in the girls' schools has been practiced during the year in the secondary and grammar schools of 9 sections under 11 special teachers, with satisfactory results in every respect, and steps were taken to extend the instruction to all the girls' schools of these grades in the city.

There were 47 night schools taught in sessions of 10 weeks, registering at beginning of term 5,674, at close 13,836, exceeding by 2,426 the registration of the year before, all under 273 teachers, at an expense of \$30,964. Of these schools 20 were for white men and boys, 13 for women and girls, 8 for both sexes, besides 6 for colored men and women. A German-English school, where pupils of both sexes are taught English, is said to have been exceedingly well attended, each class averaging 40 pupils. An Italian-English school for teaching the Italians English was a new feature of the session. An artisans' school under the supervision of Professor Hopper is said to have shown a marked improvement in attendance and interest. Certificates for good conduct and attendance on 75 per cent. of the nights of the sessions were awarded to 2,600.

The highly satisfactory condition of the night schools is said to be largely due to the intelligence and energy with which the committee watched and directed them. This committee reiterate the opinion expressed in a previous report that the night schools show as good results for the money expended as can be shown by any other educational agency. Each succeeding year brings with it increasing numbers of both sexes, and of more advanced age than in years before. In the artisans' school 85 different occupations were represented.

Five new school buildings were completed and furnished during the year, containing 60 class rooms, making in all 33 school buildings, valued with other property at \$7,305,678. The sum of \$75,500 was expended for general repairs to buildings and for renewing furniture, \$15,200 of which was applied to the improvement of the sanitary condition of the schools. And yet it is urged that absolute need exists for more buildings in several growing sections of the city where schools are overcrowded and large numbers of children are denied admission for want of room.

*Pittsburg*, thought it lost 39 in registered pupils, gained 888 in average attendance, employed 19 more teachers, and expended \$125,172 more for public schools than in 1883-'81. Of this, \$92,272 were for new school buildings and sites, making in all 58 buildings, of which 56 were for sub-district schools, 1 for a high, and 1 for a normal school; all valued with other school property at \$2,229,028. In addition to the cost of new buildings, \$19,634 went for repairs. Of the 543 teachers, 496 were women. Of the evening classes there is no information, except that \$62.50 were paid for instruction in them.

*Pottsville* lost 71 in enrollment and 5 in average attendance, but expended \$10,459 more for public schools than in 1883-'81. Its 12 school buildings on suitably improved grounds, fairly furnished and supplied with apparatus, were occupied by 51 well classified schools. The per cent. of enrolled pupils in average attendance was 73.69.

*Reading* advanced on 1883-'84 by 307 in enrollment, 212 in average attendance, 5 in teachers, and \$35,187 in expenditure for public schools. Its 152 schools were taught by 6 men and 136 women, in sessions of 10 months, the former on an average salary of \$85 a month, the latter of \$36. The average daily attendance reached 84.17 per cent. of registered pupils.

*Scranton* began the year with 95 schools, which were continued in sessions of 10 months, and taught by 17 men and 215 women, the average monthly pay of men being \$72.35, that of women \$41.33. There was an increase of 602 in enrolled pupils and of 255 in average attendance, but a falling off of \$25,075 in expenditure. There were 32 school buildings, well furnished and supplied with apparatus, the schools in them being well classified and graded. The average attendance was 68.77 per cent. of the registration.

*Shamokin* in 7 school buildings had 29 graded schools under 35 teachers, with 80 more enrolled and 90 more in average attendance than during the previous year. It also expended \$1,084 more for public schools. With this general gain, 69.98 per cent. of enrollment was in average attendance.

*Shenandoah* estimated its school youth (6-21) at 3,500, of whom 600 are put down as over 16 years of age. In the 2,353 enrolled, only 45 of this age appear, leaving 555 youth over 16 to be found mostly, if not entirely, in the higher schools and the various employments of the place. The 5 school buildings with 2,010 sittings well nigh provided for the school children between 6 and 16. Adding the 50 in private schools, there appears but a small number not in school. With an addition of 4 teachers there was an increase of 157 in enrollment, of 132 in average attendance, and of \$2,000 in school expenses. One special teacher in music and drawing was employed. The



average attendance was 61.65 per cent. of the enrollment. Public schools were taught 190 days. School property was valued at \$63,000.

*Titusville*, while losing 10 in enrollment, gained 19 in average attendance, expended \$1,311 more for public school purposes, and retained 76.76 per cent. of registered pupils in average daily attendance. Of its 1,643 enrolled pupils only 82 were over 16 years of age. The 4 school buildings had 1,063 sittings for primary schools, 461 for grammar schools, and 95 for a high school; in all, 1,622, being within 26 of the enrollment, and 357 more than was required for the average attendance. Besides the regular teachers, 3 special ones—in music, drawing, and German—were employed. Estimated enrollment in private and church schools, 300. Public schools were in session 187 days. School property, \$64,275.

*Wilkes Barre*, with 16 public school buildings, affording ample room for the general attendance, shows an advance of 646 in enrollment, of 275 in average attendance, of 16 teachers, and of \$26,829 in expenditure on 1883-'84. Only 66.05 per cent. of registered pupils were in average daily attendance on day schools. There was, however, as already noted, an enrollment of 450 in night schools. These were taught by 6 men and 4 women. The public schools were in session 180 days. The large enrollment of 1,800 in private schools is reported. Public school property was valued at \$202,672.

*Williamsport* estimated that 912 of its school youth were over 16 years of age, of whom only 163 of this age were registered in the public schools. The public school enrollment was less by 66, and the average attendance by 14, than in 1883-'84, while the expenditure was \$4,225 more. There were 67.88 per cent. of enrollment in average attendance, and if the 1,360 in other schools be added to the public school enrollment, and proper deduction be made for the school youth over 16, it will be found that most if not all the children between 6 and 16 were in school. Public schools were taught 185 days. School property was rated at \$153,990.

*York* reports for 1884-'85 an increase of 396 in enrolled pupils, of 208 in average attendance, and of \$7,861 in school expenses. Including 300 in private schools, the enrollment was within 100 of the number of school youth reported. It is safe to infer from this that, allowing most of the school youth over 16 to be usefully employed, no healthy children between 6 and 16 were without some school instruction. For this efficient school work there were 14 school buildings, with sittings for 2,300 in primary schools, 350 in grammar schools, and 100 in a high school. Public schools were taught 183 days by 16 men and 44 women, holding 69.9 per cent. of enrolled pupils in average attendance. School property was valued at \$150,600.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Teachers must have certificates of qualification from some recognized school officer, such as a county, borough, or city superintendent, or principal of a State normal school, which certificates must specify the branches the applicants have been found qualified to teach and the degree of proficiency shown in each. These certificates may be either provisional or professional, the former being given to applicants who show a fair knowledge of the common school branches, or a more thorough knowledge of them but with little or no experience in teaching, the latter limited to those only who, in addition to thorough knowledge of the required branches, can prove successful experience in teaching.

### STATE NORMAL TRAINING.

The 10 State normal schools, at Bloomsburg, California, Edinborough, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, and West Chester, sustained in part by the State, present courses of normal instruction covering from 2 to 4 years. To receive State aid, applicants for admission must signify their intention to become teachers. All these schools have preparatory departments and graded model schools attached. Graduates receive certificates of qualification which authorize them to teach in the common schools of the State without further examination.

For these 10 schools there were 143 professors; the number of students since recognition, 62,541; whole number in 1884-'85, 4,629; in the normal departments, 3,513; graduates intending to become teachers, 764; number who received State certificates without graduation, 233; volumes in libraries, 22,868; value of property, \$1,566,813; State appropriation for the year, \$30,000.

### OTHER NORMAL TRAINING.

The *Normal School for Girls*, Philadelphia, continued its 4-years course of study, but with a change in the rule of admission. The grammar schools are still allowed to send their quotas as before, but admission now is permitted only in the order of averages of the candidates as ascertained by an examination through a committee of grammar school principals. As the primary object of this school is to prepare teachers, the first 3 years are given mainly to high school studies, while in the last year



comes special instruction in theory and practice and best methods of teaching. This school began the year with 1,025 pupils, and closed with 1,106; has registeared 7,597 since its establishment and graduated 3,588, of whom 3,430 became teachers. The school of practice, a department of this school, under the new course of study prepared by Superintendent MacAlister, was said to be in excellent condition.

In the Central High School in the same city, for boys, a normal course of 4 years was continued. At the commencement in June, 1884, 17 graduates received certificates of qualification to teach, having obtained an average of 85 or more in their final examination.

For farther information as to other institutions with normal training, see Table III of the Appendix; for summaries, see the report of the Commissioner preceding.

#### TEACHERS' INSTITUTES.

Teachers' institutes were held in 68 counties between August, 1884, and January, 1885, in sessions of 5 days each, under 585 instructors and lecturers, with an aggregate attendance of 17,444, of whom 14,482 were teaching in the counties where the institutes were held. These sessions were conducted at an expense of \$32,961, of which \$20,800 were for instruction, and \$12,161 for other expenses, the State paying \$12,285. The superintendent says that these institutes have been doing excellent service in promoting the professional knowledge and zeal of the teachers. He questions whether in any State county institutes have awakened such general and sympathetic interest in educational matters.

#### EDUCATIONAL JOURNALS.

The *Pennsylvania School Journal*, published monthly at Lancaster, and edited by E. E. Higbee, the State superintendent, continued to give valuable educational information.

Other educational journals were the *Chautauquan*, at Meadville, the *Indicator*, the *Student*, and the *Teacher*, all published at Philadelphia; and the *Morning Star*, published in the interest of the Indian training school at Carlisle.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

District directors and controllers have power to establish schools of different grades, and to determine into what school each pupil shall be admitted. Public high schools are maintained in nearly all the large cities in the State. Philadelphia has 2, counting the girls' normal school, already noted.

High schools in which teachers have been educated are reported in 61 counties and 38 cities and boroughs; in the former, 1,947 teachers received instruction; in the latter, 1,091.

##### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the Appendix, and for a summary of the same, see corresponding tables in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Pennsylvania* still offers its extensive and high grade courses without material changes from 1883-'84, the Towne scientific still covering 5 years. The college faculty conduct courses of study in arts, the 5 technical ones in the Towne Scientific School, the course in finance and economy in the Wharton school, and the courses in philosophy and music. Persons of both sexes, on payment of \$5 fee, are admitted to the courses in German literature, the older English classics, Norse history of the Middle Ages, physics (including astronomical physics), inorganic and organic chemistry, and on Goethe and his works. Partial courses are allowed in exceptional cases.

Special students not candidates for a degree may enter any of the courses, on evidence of competency to profit by the studies chosen. Post-senior classes pursue a prescribed course of advanced studies. The degree of A. B. is conferred upon students who complete the full course in arts, that of A. M. on bachelors of arts of 3 years' standing. Collegiate students for the year, 381, of whom 128 were students in arts, 225 in science, 21 in finance, and 6 in music.

Reports have been received for 1883-'84 or for 1884-'85 from 28 universities and colleges, 5 of whom are non-sectarian, while the others represent 11 different religious denominations, the Roman Catholics having 6, the Presbyterians and Evangelical Lutherans 3 each, the Methodist Episcopalians, Friends, and Baptists 2 each, the Protestant Episcopalians, United Brethren, Reformed Presbyterians, United Presbyterians,

German Reformed, and Reformed Church, 1 each. Ten of these institutions admit women on equal terms with men.

The 23 reporting in 1884-'85 show no material changes in the standard courses, one adding a normal course and another an eclectic one. All have the usual 4-years classical courses, and those of the highest grade 4-years scientific ones, others offering shorter courses in science, the time given to this department depending on the prevailing object of the instruction. Six, located in the coal and mining regions, show courses in civil and mechanical engineering, mining, and metallurgy. Departments in art, music, and modern languages appear in nearly all; normal and commercial courses in several, and the theological ones in 5.

For detailed statistics of the above institutions reporting, see Table IX of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the 16 colleges and schools of this class in the State, only the following 6 reported in 1884-'85: Allentown Female College; Blairsville Ladies' Seminary; University Institute, Lewisburg; Brooke Hall Female Seminary, Media; Ogontz School for Young Ladies, Ogontz; and Washington Female Seminary, Washington. These show the classical courses usual to schools of this class, with music, art, and modern languages. Ogontz added during the year a graduate course, in which classes are formed in advanced literature, history, science, or arts, and in special departments of language, painting, music, and elocution.

Another step in advance is the opening of a school of cooking, in which practical instruction is given by Mrs. Rorer, director of the Philadelphia Cooking School.

For full statistics of institutions for the superior instruction of women, see Table VIII of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

##### SCIENTIFIC.

The *Pennsylvania State College*, State College Station, arranges its studies under (1) a general science course, designed to meet the wants of those who desire a sound liberal education; (2) technical courses in agriculture, chemistry and physics, and civil engineering and natural history; (3) short special courses of two years, lately established, in agriculture, chemistry, and mechanic arts; and a separate ladies' course in literature, embracing branches of study thought especially serviceable to them, with less of mathematics and scientific studies, while they are admitted to all the courses on the same terms as men. The course in mechanic arts, begun four years ago, was greatly extended in 1884.

Graduate students are permitted to enter the college for instruction in advanced studies. A military department is in charge of an officer detailed by the War Department. A preparatory course of 2 years prepares students for any of the college courses.

The college owns a farm of 300 acres, 50 of which constitute the campus. Tuition is made free by an income from the sale of public lands donated to the State by the General Government.

A majority of the colleges and universities, as already noted, provide general scientific courses of 3 and 4 years. The Western University of Pennsylvania, the Pennsylvania Military Academy, Lehigh University, and Lafayette, Haverforce, and Swarthmore Colleges, located in or near the mining and coal regions, continue to give special training in civil, mechanical, and mining engineering, with chemistry and metallurgy in courses of 4 years, while in the Towne Scientific School of the University of Pennsylvania, the course is 5 years.

The *Franklin Institute of the State of Pennsylvania*, Philadelphia, established in 1824, for the promotion of the mechanic arts, gives each year a course of lectures on subjects of a scientific and technical character, the lectures numbering from 30 to 40 annually and being varied each year. A drawing school connected with the institute gives instruction in mechanical, architectural, and free-hand drawing.

*Spring Garden Institute*, Philadelphia, also provides courses of lectures and drawing classes in free-hand, mechanical, or architectural drawing. The course of lectures extends over about 20 weeks, one being given each week.

The *Pennsylvania Museum and School of Industrial Arts*, conducted by an associate committee of women, Philadelphia, appears in its first report, April, 1884. It announces its object to be to supply, as far as possible, the demand in the State for well-trained and skilled labor in the useful and ornamental arts, and for thoroughly educated designers.

The *Wharton School of Finance and Economy*, a department of the University of Pennsylvania, gives a general and professional training to young men who intend to engage in business, or to manage their own or others' property, and to equip more completely those who are preparing for the professions of law, journalism, or public service. The course of study extends through 4 years.



The *Industrial School for Miners and Mechanics*, established by a mining firm at Drifton, Luzerne County, is for sons of miners of 15 years of age and over, the design being to raise up intelligent mechanics and foremen of mines by evening training. The course is of 3 years, in which mining is treated systematically. Instruction is free, books and materials excepted. No statistics for 1884-'85.

*Girard College for Orphans*, Philadelphia, trains a part of its boys in the use of tools and in the first steps in mechanics, as may be seen further on under "Special instruction."

The *Wagner Free School of Science*, Philadelphia, with full university corporate powers, is designed to be a comprehensive technological college, at which a complete scientific education can be obtained. There is no report for 1884-'85.

For detailed statistics of the above colleges, see Table X of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### PROFESSIONAL.

THEOLOGICAL instruction continues in 16 schools and departments of colleges in the State, showing no changes in 1884-'85 from the report of them given in 1883-'84. Most of them show courses of 3 years, requiring academic or collegiate preparation, while others give theological instruction throughout the college course.

For statistics of these schools reporting, see Table XI of the Appendix; and for their summaries, see the report of the Commissioner preceding.

LAW.—The law department of the University of Pennsylvania continues its course of 2 years, with lectures and moot courts, under a faculty of 7 instructors.

MEDICINE.—The 5 medical schools of the State, all in Philadelphia, report no changes from 1883-'84. The medical departments of the University of Pennsylvania, the Woman's College of Pennsylvania, and the Medico-Chirurgical College, still require a 3-years graded course, the 2 first strongly recommending 4 years. Jefferson College and Hahnemann College, while making provision for a 3-years graded course, did not yet require it. Total matriculates for the year, 1,166; graduates 353, or 30 per cent. of matriculates.

DENTISTRY.—Instruction in dentistry continues in the Pennsylvania College of Dental Surgery, the Philadelphia Dental College, and the dental department of the University of Pennsylvania, all in Philadelphia, the courses of study covering 2 years.

PHARMACY.—The colleges of pharmacy at Philadelphia and Pittsburg continue their 2-years courses of 20 weeks each, following the usual 4-years apprenticeship with some reputable apothecary.

VETERINARY INSTRUCTION.—The veterinary department of the University of Pennsylvania, fully equipped in grounds, buildings, laboratories, shops, and having a course of 3 years, entered upon its first year in 1884-'85, having 29 regular and 4 special students.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the Appendix; and for a summary, see the report of the Commissioner preceding.

#### SPECIAL INSTRUCTION.

##### TRAINING IN ART.

The *Pennsylvania Academy of Fine Arts*, Philadelphia, has separate life classes for men and women, as well as classes in drawing, painting, and in the study of the antique.

The *Pennsylvania Museum and School of Industrial Art*, Philadelphia, continues to offer instruction in drawing, designing, wood-carving, and the study of color. Day and evening classes are under competent instructors. The institution is open to both sexes and is rapidly growing in public favor. The history of the institution for the year is marked by two interesting events: first, the gift of \$50,000 by Mr. J. E. Temple in trust; and second, the purchase of premises on Spring Garden street, the removal of the school to these premises, and the addition of instruction in weaving and allied branches.

The *Philadelphia School of Design for Women* offers instruction in architecture, china decorating, designing, modeling, lithography, painting, wood-engraving, and the tasteful shaping and adorning of manufactured articles. The school is aided by the State, and receives 15 free pupils from the grammar and normal schools of Philadelphia each year.

The *Philadelphia School of Art Needle-work* continues its instruction in painting, preparation of design, art needle-work, etc.

The *Drawing School of Franklin Institute*, Philadelphia, was maintained, with improved methods of instruction and increased facilities for illustration. The students are divided into 5 classes, junior, intermediate, senior mechanical, architectural, and free-hand classes. The total number attending the spring term of 1885 was 143.



## TRAINING FOR USEFUL INDUSTRIES.

*Girard College for Orphans*, Philadelphia, admits poor white fatherless boys between the ages of 6 and 10 years; first preference is given to boys born in Philadelphia and second to those born in Pennsylvania. A few boys have obtained entrance from the State of New York, which is next on the list of admission; but these are no longer in the college. At the close of 1884 there were 1,132 pupils in the institution, 143 having been admitted during the year, and 443 applications were on file awaiting vacancies. The boys are boarded, clothed, and educated at the expense of the college fund, and by the will of Mr. Girard are bound out between the ages of 14 and 18 years. The classes are divided into 4 schools, and besides instruction in the common English branches, the more advanced pupils are taught algebra, book-keeping, drawing, chemistry, geometry, natural history, navigation, phonography, surveying, trigonometry, vocal and band music, and the French and Spanish languages. In the technical school about 250 boys are under instruction in the use of tools in metal and wood work, and the superintendent reports diligence, order, and progress among the pupils.

The *Spring Garden Institute*, Philadelphia, organized in 1851, in its day classes offers instruction in joinery, wood and metal work, and in water and oil, china and stained glass painting. A kiln-room is furnished, in which is erected a furnace for use of the pupils. The evening classes are furnished with all the appliances of first-class machine and pattern shops, where instruction is given in free-hand, mechanical, and architectural drawing, in metal and wood work, and in steam engineering. There were in 1884-'85 an attendance of 673 pupils in the school, 509 being in the art and 164 in the mechanical department.

## EDUCATION OF THE DEAF.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, in connection with common school studies, gives instruction in drawing, philosophy, and physiology, and in the industries of printing, shoemaking, tailoring, dressmaking, knitting, and cooking. The institution owns 3 acres of land and a library of about 5,000 volumes. The State appropriated \$7,750 for the year, and \$2,000 were received from tuition fees, this being \$234 more than the actual expenditure. In the oral branch of this institution there were 466 pupils reported, of whom 208 were girls. Articulation was taught to 110 pupils.

The *Western Pennsylvania Institution for the Deaf and Dumb*, Wilkesburg, founded in 1876, is sustained by contributions, by pay pupils, and by legislative appropriations. All applicants for State aid must be between the ages of 10 and 20 years, of sound mind, and must furnish satisfactory evidence of the pecuniary inability of their parents to assist them. Besides the branches of a common school education, carpentry and shoemaking are taught. In 1884-'85 were reported 145 pupils, of whom 47 were girls. The State appropriated \$26,000, and \$998 were received from tuition fees. Expenditures for the year, \$32,282.

*Pennsylvania Oral School for Deaf Mutes*, Scranton, founded in 1883, is under the control of a board of directors, and sustained by the board, the city, and voluntary contributions. The school reported 10 boys and 5 girls under instruction. Articulation is taught to all the pupils.

## EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, in 1884-'85 had 197 pupils under 33 instructors, 20 of whom were blind. The institution was founded in 1832, since which time 1,273 pupils have been admitted. The pupils are taught the common and higher English branches, with German, as well as vocal and instrumental music in all its departments. The employments taught are broom, mattress, and rag-carpet making, cane-seating, knitting, sewing, and beadwork. A library contained 1,500 embossed books and 1,200 others, an increase of 200. The State appropriated for the year \$43,500. Total receipts from all sources, \$95,746. Expenditures, \$78,831.

## EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, Elwyn, reported 503 inmates in 1884-'85, of whom 201 were in the school and the training classes, 161 in the industrial department, and 104 in the asylum and nursery.

## INDUSTRIAL AND REFORMATORY TRAINING.

The *Pennsylvania House of Refuge*, Philadelphia, established in 1823, for the moral and intellectual training of juvenile offenders, has since that time received 12,222 boys and 4,250 girls, and in January, 1885, had 790 inmates, of whom 624 were boys. The branches of a common school education are taught, as well as such industries as will make them self-supporting in after life. For material and labor of the children during the year nearly \$26,000 were received. Expenditures for the year were \$133,384.

The *Pennsylvania Reform School*, Morganza, also under State control, was established in 1854 for the care and training of juvenile offenders. Instruction is given in industries and in the common school branches,  $4\frac{1}{2}$  hours each day being spent in school.

#### TRAINING OF INDIAN YOUTH.

The *Indian Industrial School*, Carlisle, had 494 pupils under instruction at the close of the school year 1884-'85. During the year 182 boys and 52 girls were placed in white families and among farmers. The demand made by families for pupils is greater than can be supplied. An average of about 80 Indian pupils from the school were in the different public schools in the State during the winter, and received commendatory reports both for conduct and progress. The school is graded into primary, intermediate, secondary, and advanced classes. The system of devoting one-half of each day to school studies and the other half to industrial training is still maintained.

*Lincoln Institution*, Philadelphia, in 1885 had 163 Indian youths, the school having a capacity of 200. Expenditures for the year, \$273,054.

#### EDUCATIONAL CONVENTIONS.

##### PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

This association held its thirty-first annual session at Harrisburg, July 7-9, 1885, President John Morrow in the chair. The president in his inaugural address called the attention of the convention to the subject of pensioning old teachers who have given the best days of their lives to the public interests, and are no longer fitted for work. Also to normal schools and to the examination of teachers. He advocated uniform courses in the State normal schools and uniform examinations of teachers, and said examinations should mean more and be less frequent. One examination as regards scholastic attainments perhaps is enough, and all subsequent ones should be in regard to success in teaching, management, etc. Prof. T. M. Balliet, of Illinois, read a paper on "The moral value of genuine intellectual work," in which he said, "It is not claimed that intellectual training will *alone* lead to right thinking and doing, or take the place of more direct moral education. The development of *character* is the highest aim and purpose of the public school." Among the subjects of other papers which followed were, "The industrial feature of education," "The duties of the hour," "Essentials of successful teaching," "Relation of American forests to American prosperity," "Local institutes," "Acres of diamonds," "Culture," "Hygiene in the schools," etc.

#### CHIEF STATE SCHOOL OFFICERS.

HON. E. E. HIGBEE, *State superintendent of public instruction, Harrisburg.*

[Term, April, 1885, to April, 1889.]

HENRY HOUCK, *deputy superintendent.*

# **RHODE ISLAND.** **STATISTICAL SUMMARY.**

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (5-15) .....	58,858	60,147	1,289	.....
Different pupils in public schools....	45,641	47,990	2,349	.....
Average number belonging.....	34,122	35,269	1,147	.....
Average daily attendance.....	30,747	31,743	996	.....
Per cent. of school youth enrolled ...	77.54	79.79	2.25	.....
Per cent. of enrolled in daily attendance.	67.37	66.15	.....	1.22
Per cent. of school youth in daily attendance.	52.24	52.78	.54	.....
Enrolled in evening schools .....	3,614	4,714	1,100	.....
Enrolled in private schools.....	7,944	8,414	470	.....
Enrolled in all schools .....	57,199	61,118	3,919	.....
<b>SCHOOLS.</b>				
Towns in the State.....	36	36	.....	.....
Public school-houses in towns .....	453	458	5	.....
Graded schools reported .....	560	591	31	.....
Ungraded schools reported.....	290	291	1	.....
Whole number of public day schools.	850	882	32	.....
Average time of schools, in days .....	184	186	2	.....
Number of evening schools .....	27	33	6	.....
Number of evenings held.....	64	65	1	.....
<b>TEACHERS.</b>				
Men teaching in public day schools..	185	182	.....	3
Women teaching in public day schools.	1,036	1,055	19	.....
Whole number of teachers in day schools.	1,221	1,237	16	.....
Number from academies, high schools, and colleges.	741	750	9	.....
Number from normal schools .....	310	318	8	.....
Teachers in evening schools .....	184	226	42	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching.	a\$79 95	a\$80 21	\$0 26	.....
Average monthly pay of women teaching.	43 31	43 71	40	.....
Whole expenditure for public schools.	b636,542	b736,822	100,280	.....
Valuation of public school property.	2,099,285	2,227,135	127,850	.....
Available permanent school fund....	255,510	273,331	17,821	.....

a Pay of evening school teachers not included.

b Expenditure includes evening schools.

(From reports of Hon. Thomas B. Stockwell, secretary of the State board of education, for the two years indicated.)

## **STATE SCHOOL SYSTEM.**

### **GENERAL CONDITION.**

The statistics present a uniformly pleasing record of school work during the year, there being but one exception, a small decrease in per cent. of average attendance.



With 1,289 increase in school youth, there was nearly twice that increase of enrollment in public schools, an increase of 1,147 in average belonging, and almost 1,000 more pupils in average attendance than in 1883-'84.

The comparatively high per cent. of school youth enrolled, while it indicates efficient work, is also largely the result of holding the school age at 5 to 15, which, if done by some other States, would increase their percentages of attendance by dropping from the enumerated school youth the usually large number over 15 years of age. An increase of 1,100 evening pupils was brought about largely by excluding those who properly belonged to the day schools, and offering special attractions to those of maturer age. By this means a membership was secured that has been marked by a clear sense of need. The enrollment in all schools, including private schools, shows an increase of 3,919, making the total enrollment 971 more than the number of school youth. To meet the increase in school population there were additions of 5 new school buildings; of 32 day schools, 31 of them graded; of 6 evening schools; and of 2 days in the school year. There was, too, a gain in the ratio of teachers having high professional training, yet the average monthly pay of men was only 26 cents more and that of women only 40 cents more than in 1883-'84. In the former case this was less by \$4.97 than 10 years ago; in the latter, less by \$2.46. No reason is given for this decline, while higher qualifications are demanded, and much more is expended for the schools and for the improvement of school property.

The school commissioner states that for the first time since the extension of aid to public school libraries he has been able to present full statistics from all such libraries in the State. The number of volumes in 33 libraries was 113,101, with a circulation of nearly 3 times the whole number, 1,000 volumes being drawn out each week during the year.

Under the permissive law of 1884, one town had changed from the old district to the town system, and public sentiment throughout the State was slowly but surely changing in that direction.

Under a compulsory law the struggle with the problem of truancy goes on. In 15 cities and towns where an efficient system of looking after truants has been adopted, the difference between the enrollment and actual attendance has been largely reduced, showing that while legitimate causes always make the daily attendance less than the enrollment, they cannot regularly cut down that attendance nearly one-third, as has been sometimes done.

#### ADMINISTRATION.

The general supervision of the public schools is still vested in a State board of education, of which a State commissioner of public schools, chosen annually by the board, acts as secretary. School committees in each town consist, as in most other States, of 3 residents of the town elected for 3 years, with annual change of 1. A town may elect a superintendent of schools annually; if it fail to do so, he may be appointed by the school committee. For each district 1 or 2 trustees may be elected annually by the people. The public schools are free to all resident citizens of the State, without regard to age, race, or color. The system includes the education and training of deaf mutes, of the blind, of the feeble-minded, and now also of indigent and dependent children, for whom a special home under State auspices has been provided.

Children 7 to 15 years of age are required to attend school at least 12 weeks in each year, 6 of which must be consecutive. If found guilty of habitual truancy, they must be sent to the Sockanosset School for Boys, or to the Oak Lawn School for Girls at Scranton, for a period not exceeding 2 years. Truant officers, appointed annually, are to notify offending parties of this law and of the penalty for violation of it, and are to secure satisfactory pledges for proper compliance with its provisions, or, failing in this, are to prosecute for neglect of such compliance. Uniformity of text books in the public schools is recommended, subject to change by a two-thirds vote of school committees. Corporal punishment in such schools is permitted, but seldom inflicted.

#### SCHOOL FINANCES.

By reference to "New legislation," further on, it may be seen that a considerable addition has been made to the State appropriation for the support of public schools. As far as appears, the annual appropriation of \$3,000 to purchase works of reference and educational apparatus for the schools was continued in 1884-'85; and so it seems to have been with respect to the means for support of evening schools.

Towns may vote such sums, additional to the State aid, for their schools, as they deem necessary for purchase of sites, erection and repair of buildings, and maintenance of school libraries. A town that has established a free public library may, by vote of the electors therein, appropriate for the support of it 20 cents on each \$1,000 of its ratable property each year, and the State board may appropriate annually \$50 for the first 500 volumes, and \$25 for every additional 500. The board may also allow \$500 annually for teachers' institutes, and \$300 for educational publications and other means of promoting school interests.

## NEW LEGISLATION.

By Chapter 395 of laws of 1884, not previously reported to this Bureau, Rhode Island allows any town not owning a free public library to appropriate, at its annual town meeting, a sum not to exceed 20 cents on \$1,000 of ratable property for the maintenance and increase of such a library within it.

By Chapter 406 of the same laws, the State board of education is authorized to appoint as State beneficiaries, at the Rhode Island School of Design, persons of proper age, character, and acquirements, who have not the means of defraying the expense of instruction in said school; distributing these scholarships so that the several counties may participate in their advantages as nearly as possible in proportion to population. For this purpose \$1,000 annually is appropriated.

An act was also passed, as noted in the last Report, requiring instruction of all pupils, in schools supported wholly or in part by public funds, as to the effects upon the human system of narcotics and intoxicating drinks.

The State board of education is, by another act, constituted the board of control of a State home and school for dependent and neglected children, not recognized as vicious or criminal; these to be brought under such influences as may lead to honest, intelligent, and self-supporting manhood and womanhood; the State to hold towards them, as far as possible, a parental relation, and the board becoming the legal guardians of them.

A law of May 2, 1884, makes payable annually out of the income of the permanent school fund, and from other money in the treasury, \$120,000, instead of the former \$90,000, for the support of public schools in the towns, on the order of the commissioner of public schools, \$100 to each school, not to exceed 15 in any town; the remainder on the basis of children 5 to 15 years of age in the county. The sum received in each town is to be distributed among the districts, part of it according to the number of public schools in each, with the addition of at least as much more from the town appropriation for such schools; the other part to go, half on the basis of average attendance, half at the discretion of the committee; the total apportionment to any district not to be less than \$180.

## SCHOOL SYSTEMS OF TOWNS WITH 7,500 OR MORE INHABITANTS.

## ADMINISTRATION.

School affairs are administered by school committees of 3 or more members, with annual change of one-third, and by a superintendent chosen by the people or the committee.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Lincoln .....	13,765	3,450	3,303	1,607	47	\$37,747
Newport .....	15,693	3,631	2,078	1,403	55	48,268
Pawtucket .....	10,030	4,814	3,869	2,596	92	60,204
Providence .....	104,837	22,515	16,803	12,043	342	347,000
Warwick .....	12,164	2,547	2,493	1,302	43	13,281
Woonsocket .....	16,650	3,630	2,504	1,482	78	26,096

a The city report gives 2,037.

b City report makes this 1,509.

Lincoln, with 37 graded and 4 ungraded schools, under 47 teachers, shows progress at all points, except the number of school youth. Enrollment increased 232, average attendance 126, expenditure for public schools \$16,420; which, with no increase of teachers, seems to indicate considerable outlay for school accommodations. These, with other school property, were valued at \$114,200. Of 46 teachers, 40 were educated in academies, high schools, or normal schools, and 6 in common schools. The public schools enrolled 95.68 per cent. of school youth. Adding 551 in other schools, there was only a small margin for non-attendance.

Lincoln was one of the first to comply with the truant law, and reports that the feeling of respect for it on the part of manufacturers and others increases as its purpose and value are better understood. The rod had been used on pupils much less than in former years, yet the general discipline had been good. In addition to ordinary school work, there was an inculcation of right views of the common duties of life, temperance receiving careful attention. The abandonment of the old out-door recess worked well, improving the general discipline and giving great satisfaction.

Newport, with 237 more school youth, had 11 school buildings, less by one than in



1883-'84, showed a lessening in sittings and a falling off of \$23,800 in value of school property during the year. At the same time, with 75 more enrolled pupils, 10 more teachers, and \$2,320 more expended, daily attendance was 79 less. The per cent. of school youth enrolled was nearly 57, and, with 897 in private schools, a fraction over 51 per cent. was in school some part of the year, while in public schools over 70 per cent. of enrollment was in daily attendance. The public schools embrace a high school with a 4-years course; 4 grades of grammar, 2 of intermediate, and 3 of primary schools; a parish school; and 2 evening schools. A new school building, to be completed in the summer of 1885, was under contract. This, with the others, was regarded as adequate to school work for some time to come.

After an examination of the manual training schools in New Haven and Boston, the superintendent recommends that the city council make provision for instruction in sewing for the girls in the grammar schools, and in carpentry for the boys above the third grammar grade. Instruction in morals in all public schools being required by the law of the State, it was emphasized by a vote of the school board. During the year the city council adopted the measures required by the truant law of the State, and while the machinery for compelling attendance at school worked well in certain directions, it was found that it failed to effectually eradicate illiteracy, and a more efficient statute was called for.

*Pawtucket* reports a considerable expansion of school accommodations by enlargement and repairs of old buildings, and addition of 2 new ones during the year, at a cost of \$58,276, making 18 in all, and advancing the value of school property to \$217,427. Another new building was near completion, and additional rooms to yet others were called for.

The public schools continue to be classed as high, grammar, intermediate, primary, and ungraded. Though school youths were 100 fewer, there was a gain of 277 in enrollment, and of 153 in daily attendance, while, even with the before mentioned outlay for new buildings and repairs, expenditures were \$7,015 less than in 1883-'84. Public and private schools enrolled 88.68 per cent. of school youth.

Four evening schools were in session under 27 teachers, with good attendance and work well done. The evening mechanical drawing school is said to be highly valued by the young men attending, as meeting a want long felt. Under a special teacher the study of music had progressed, and where most successfully taught the happier and better scholars were found.

*Providence* in 1884-'85 had 7 school districts, with 85 public schools, of which 39 were primary, 35 intermediate, and 10 grammar schools, and 1 a high school. These were taught in 53 school buildings, under 342 teachers, and 2 special ones in music and French. There were also 12 evening schools, which registered 2,184, with an average attendance of 1,351, at an expense of \$13,794. The record of the year shows a gain of 839 in school youth, of 327 in average attendance, and of \$55,027 in expenditure. The attendance was lessened by the presence of epidemic diseases during the last month, yet nearly 72 per cent. of the enrolled were in average attendance, and over 74 per cent. of school youth were registered in the public schools, which, with 4,176 in other schools, shows 93.18 per cent. of them in school some part of the year. This leaves but 6.82 per cent. out of school. These are not all to be put down as truants, for the superintendent says, that though pupils enter the public schools nominally at the age of 5, many do not actually enter until they are 6, and some not till they are 7 or 8, while allowance must always be made for the sick, the disabled, and those employed and away from home.

The crowded condition of primary rooms was regarded as a matter of importance, and the kindergärten were looked to as the immediate source of relief. New school buildings, with excellent arrangements for ventilation, were rapidly taking the places of old ones, in which a very different state of things had existed.

The law requiring that in schools supported wholly or in part by the State, instruction in hygiene and physiology be given, with special reference to the effects of alcoholic liquors, etc., is regarded as a recognition of the great principle that "What you would have appear in the life of a nation, you must put into its schools."

The experiment of teaching sewing in the public schools, begun in 1866, has been a success. Opening with 300 girls, the sewing department increased in proportion to the rapid increase of the schools, till, in 1884-'85, over 1,300 in a week received instruction. The teachers say that it is exceedingly gratifying to witness the progress of the girls as, by patient endeavor, they pass from the simple "over and over" to the more difficult work of stitching, gathering, darning, and button-hole stitch.

The school committee have reason to say that "a review of the year is eminently satisfactory."

*Warwick* shows 19 graded and 9 ungraded schools, under 43 teachers, 1 more of the former and 1 less of the latter than in 1883-'84. Of the 43 teachers, 4 were beginners, 2 were educated at colleges or universities, 15 at academies or high schools, 16 at normal schools, and 10 in the common schools, showing about the same grade of qualifications as in the previous year.



With a loss of 68 in school youth, there was a gain of 86 in enrollment and of 45 in average attendance, though expenditure was only \$692 more than the previous year. The public schools enrolled a little over 98 per cent. of school youth, a percentage seldom equaled. Length of school term, 185 days. School property was valued at \$34,000. The truant law was not enforced, because the school-houses were more than filled with children who wished to attend school.

*Woonsocket*, with 106 fewer school youth than in 1883-'84, shows a gain of 153<sup>1</sup> in enrollment, of 95 in average attendance, of 32 in teachers, and of \$1,603 in expenditure for public schools. Three evening schools were in session for an average of 10 weeks, with an enrollment of 459 and an average attendance of 163, under 13 teachers.

The enrollment in public and other schools was a little more than 101 per cent. of school youth, that in private schools being 1,183, nearly a third of the number in public schools. These were in session 174 days, and their property was valued at \$140,000.

Success in the enforcement of the truant law is noted. The committee did not get the matter well in hand till the fall term, but with an efficient truant officer a great gain was secured before the close of the year. Of 1,097 children of school age who had not attended any school, 450 were enrolled, and of the 647 left 317 were under 7 years of age. During the last term of the year most of the absentees had been enrolled. It was confidently expected that the next year would show still more gratifying results. It was a matter of congratulation that there were less than a score of children of school age in the mills and employing establishments who were there contrary to the provisions of the statute, and that probably in 2 weeks there would not be one. The superintendent says that it would be a proud eminence for Woonsocket to be leader in all other departments of the work of education in the State. Her influence now is beneficial to the whole commonwealth.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Teachers must give evidence of having a thorough knowledge of the common English branches, tested by a school committee. In granting certificates some reference may be had to the condition and wants of the particular schools to which the candidates aspire. Teachers must also have the capacity to teach and govern.

### STATE NORMAL TRAINING.

The *State Normal School*, Providence, presents a 3-years normal course for ordinary pupils, and a 1-year course for graduates from high schools, who are admitted on the basis of their diplomas. The last is devoted to purely normal work calculated to fit students to become skillful teachers.

The trustees regard the school as flourishing, the sittings, 124, being all taken, with 6 instructors. They also think that the improvement in the rural schools attests the value of the normal school. Yet the school has never been able to offer a practice school. For this and other reasons it has failed to attract the graduates of the high schools of the State. This is attributed to the impression that the institution had little beyond the studies of the high schools to present to them, and the fear that after taking the normal course they might have to graduate on an equality with others whose preliminary studies had been unequal to theirs. Another reason was a lack of appreciation of the value of professional training; and still another was the action of local school authorities, in giving preference to graduates of their own high schools when selecting teachers. To attract high school graduates a special 1-year course has been adopted. This special course secured 5 high school graduates in 1883-'84, and 14 in 1884-'85. The trustees had under consideration a division of diplomas into 2 classes, one to make formal recognition of the fact that the recipients are graduates of high schools. Improvements to the buildings continued, with additions to the library and other facilities for the work of the school. Total attendance for the year, 160.

### TEACHERS' INSTITUTES.

The State appropriates \$500 annually for defraying the expenses of teachers and lecturers for teachers' institutes, to be under the direction of the commissioner of public schools. Five of these institutes were held in the fall of 1884, viz: at West Greenwich, Pawtucket, Ashaway, Exeter, and Coventry Center. The one at Pawtucket embraced all the towns in the Blackstone Valley. The attendance of teachers from these towns was said to have been excellent. The session of 2 days was fully occupied by class exercises, discussions of the several phases of language culture, elementary geography, use of globes, physiology and hygiene with special reference to the

<sup>1</sup> State report gives this as 244.

evil effects of stimulants and narcotics, and the essential elements of successful teaching and methods of discipline. This session was regarded as one of the best ever held in the State.

The other 4 institutes were designed to reach only the teachers of the towns where they were held, the distances in the rural sections being so great, and the means of conveyance so difficult, as to almost make it impossible to secure a full attendance of teachers from the several towns.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

School districts, or any 2 or more adjoining districts, may, by a concurrent vote, establish schools for the older and more advanced pupils.

Ten high schools are reported for 1884-'85, viz: At Barrington, Bristol, East Providence, Johnson, Newport, Pawtucket, Providence, South Kingston, Warren, and Woonsocket.

In East Providence the high school was the acquisition of the year, organized to meet the growing demand for a school of that grade. Its progress has been gratifying alike to patrons and committee.

The Rogers High School, Newport, through its strong classical department, has produced very decided results in the city, awakening in the community an interest in higher education far in advance of that of a dozen years ago. Students for the year, 126.

The growth of the Pawtucket high school called for a fifth teacher half the time. Pupils, 119. The Providence high school had for the year 704 pupils. Warren high school had a graduating class of 13, the largest since its organization. Woonsocket was constantly adjusting its high school to the needs of the community and the life of the present day, so that no parent need send his child away for a good secondary education.

### OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the Appendix; for preparatory departments of colleges, see Table IX; and for summaries, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### BROWN UNIVERSITY.

Brown University, Providence, for young men only, presents 3 courses of 4 years each, the first leading to the degree of A. B.; the second and third parallel courses, one including classical, the other a larger amount of scientific studies. Both courses lead to the degree of Ph. B. Students who wish to do so may take a select course, subject to examination in the studies which they desire to pursue in college.

The university has recently received a valuable library of poetical works numbering 6,000 volumes.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The departments of practical science in Brown University present courses of instruction in mathematical and physical sciences and the applications of these to the industrial arts. The regular course of civil engineering occupies 4 years, but a longer or shorter course may be pursued, according to the wants and ability of students. Other departments include agriculture, botany, chemistry, physics, zoology, and geology.

### PROFESSIONAL.

A college for instruction in naval warfare has been established at Newport, for which Congress at the close of the last session appropriated \$3,000.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF

The *Rhode Island School for the Deaf*, Providence, under the State board of education, gives free instruction to residents of the State, and provision is made for defraying the expenses of indigent pupils. The school is divided into 3 classes, with daily drill in articulation, lip reading, and language-lessons throughout. Drawing is taught; and in the first class arithmetic, geography, history, and painting on silk. The school was opened in 1877, since which time 54 pupils have been instructed. The number of pupils in 1884-'85 was 32, of whom 16 were girls.



## INSTRUCTION IN ART.

The *Rhode Island School of Design*, Providence, in 1884-'85, still maintained its day and evening classes, giving instruction in free-hand and mechanical drawing, painting in oil and water colors, construction and decoration, designing and modeling in clay. The whole number of students was 251. The pupils in the day school numbered 39, of whom 11 were special students, while 28 followed the regular course of instruction. The Saturday classes contain 55 students. Besides these, a class for teachers has been organized, numbering 39, for whom a special course has been prescribed, the course being designed to give them knowledge of industrial drawing, qualifying them to give elementary instruction in the public schools. The evening classes are almost wholly composed of artisans or apprentices, who make use of the knowledge gained here in their daily employments. The instruction is free to such of both sexes as bring suitable recommendations.

## STATE HOME AND SCHOOL FOR INDIGENT CHILDREN.

After the purchase by the State in 1834 of a site containing 44 acres of ground in Providence, with a mansion house, cottages, barn, and other buildings noted in the Commissioner's Report for 1833-'34, a further appropriation was made for the "preparation and equipment" of the buildings and grounds. The entire establishment, having nothing to begin with, has been put in order. The main building and cottages have been furnished, and the farm supplied with horses, cows, wagons, and tools. A large addition to the main building has been made, and a cottage erected. The school is conducted on the cottage plan, each cottage to contain 25 inmates under the care of a woman "cottage manager." The innocent and criminal children are kept apart from each other, and are to have a home till of sufficient age to be sent to permanent homes in good families. For the conduct of the institution there are a superintendent, matron, farmer, engineer, teacher, and seamstress. Appropriations thus far: For real estate, \$18,000; for repairs and equipments, \$5,000; for current expenses, \$8,000.

## INDUSTRIAL AND REFORMATORY TRAINING.

The *Rhode Island State Reform School*, Howard, receives boys between 10 and 21 years of age, to train them in the common school branches, with vocal and band music. For industries they have chair-making, gardening, farming, tailoring, and house and laundry work.

It has a library of over 1,400 volumes, which is yearly increasing. A previous report says that, since its establishment in 1850 up to 1883, there have been trained in this institution 3,467 boys and young men, at the expense of the State. No report for the current year yet at hand.

## EDUCATIONAL CONVENTIONS:

## RHODE ISLAND INSTITUTE OF INSTRUCTION.

The fortieth annual meeting of the institute was held in Providence, January 29-31, 1884. The morning of the first day was given to visiting the city schools, the afternoon to meetings of the different departments of the institute. One feature of the meeting was a question box, into which written questions were dropped, to be decided in general discussion.

In the grammar and primary departments, Mr. G. A. Littlefield presiding, papers were read on "How to teach reading aloud in school," "The unity of studies," and others of brief duration.

In the higher department, Mr. H. L. Meader presiding, the opening paper was on "Progress of methods in teaching the classics," by Prof. E. T. Tomlinson, who said, "There is nothing in the world that can take place of hard, sound work, and this is true in classical training." William T. Peek, principal of the classical department of Providence High School and president of the institute, indorsed the paper of Prof. Tomlinson, emphasizing the importance of mastering the vocabulary in the study of Latin, as in French and German. "Greek philosophy and high education" was the subject of a paper by Prof. E. B. Andrews, of Brown University, who claimed that mere intellectual growth was not sufficient, but, to promote symmetrical development, there must be moral growth as well. Next followed a paper on "The purpose of the recitation," by A. D. Gray, principal of Woonsocket high school, who suggested that the examinations should discover not only whether the pupil's work had been well done, but also whether it had been understandingly done. In the evening session, Prof. A. S. Bicknore, superintendent of the Central Park Museum of Natural History, New York, delivered a lecture upon "Corals and coral islands," alluding in turn to geology, zoology, botany, ornithology, and ethnology, and pointing out useful lessons in each.



The first topic of the second day was an address by Miss E. M. Reed on "One way of teaching numbers," followed by others on "Drawing in the public schools," "Pernicious literature and what teachers can do to oppose it," and "The ideal school-master." At the evening session Governor Bourn spoke briefly of the "Relation of the State to the education of its children," which was recognized as the fundamental basis of permanent prosperity. The governor spoke strongly of the moral influence exerted by the public schools, and believed that the rudiments of industrial education should be taught in them. Apropos to this, State School Commissioner Stockwell, in reply to the criticism that children in the public schools were overworked, said, "Instead of crying against new subjects, the endeavor should be to devise some way to introduce them successfully." The commissioner also urged that the position of teachers should be permanent.

The closing session of the institute was largely attended. Mr. H. E. Holt, instructor of music in the public schools of Boston, delivered a lecture on "How to teach time in music." He was assisted in the exercises by the pupils of the Thayer street grammar school, whose singing showed excellent training. This was followed by Miss Alice E. Freeman, president of Wellesley College, on "The higher education of women." The treasurer stated that the amount received for membership tax from the 434 members in 1884 was \$407. General T. J. Morgan called the attention of the institute to the reading circles established in many States, and moved to appoint a committee to organize such a circle in the State of Rhode Island. The motion prevailed, a committee was appointed, and after adopting resolutions and electing the officers for the ensuing year, the meeting adjourned.

#### CHIEF STATE SCHOOL OFFICER.

HON. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

[Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, since 1874.]

## SOUTH CAROLINA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-16)....	a101,189	a101,189	.....	.....
Colored youth of school age (6-16)....	a180,475	a180,475	.....	.....
Whole number of school age .....	a281,664	a281,664	.....	.....
Whites enrolled in public schools....	84,028	78,458	.....	5,570
Colored enrolled in public schools...	101,591	99,565	.....	2,026
Whole enrollment .....	185,619	178,023	.....	7,596
Average daily attendance.....	114,144	122,093	7,949	.....
Per cent. of school youth enrolled...	65.90	63.20	.....	2.70
Per cent. of school youth in daily attendance.	40.52	43.35	2.83	.....
<b>DISTRICTS AND SCHOOLS.</b>				
School districts.....	508	512	4	.....
Number of schools .....	3,482	3,562	80	.....
Average time of schools in days.....	80	70	.....	10
Public school-houses <i>b</i> .....	3,254	3,234	.....	20
Houses owned by districts.....	958	883	.....	75
Houses with grounds inclosed.....	109	144	35	.....
Houses built during the year.....	121	104	.....	17
<b>TEACHERS.</b>				
Men teaching in public schools.....	2,115	2,119	4	.....
Women teaching in public schools...	1,569	1,654	85	.....
Whole number thus teaching.....	3,684	3,773	89	.....
Number of colored teachers.....	1,393	1,431	38	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men.....	\$26 92	\$27 50	0 58	.....
Average monthly pay of women .....	24 73	24 48	.....	\$0 25
Whole expenditure for public schools.	423,473	428,419	4,946	.....
Cost of school-houses built during the year.	13,750	19,103	5,353	.....
Value of school-houses .....	441,587	405,097	.....	36,490

*a* From the United States Census of 1880; these figures include youth of 16 years, thus differing from those given in the last Report.

*b* Returns relating to school-houses are incomplete.

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The State superintendent, reporting for 1884-'85, takes an encouraging view of the school work for the year. He says that there has been progress along all main lines in both the work and general condition of the public schools, and that in nearly every section of the State a higher standard of qualification for teachers is being gradually met. The need of suitable school-houses, too, he thinks, is more generally felt, and better ones are being built. Of those erected previous to the current year 1,095 were log and 1,923 frame; while of the 104 erected during the year, only 16 were log and 88 frame. At this rate the log houses will soon disappear and their places be taken by those of frame or brick. More regular and punctual attendance indicates a truer appreciation of the importance of school work. The superintendent emphasizes the fact that the small State school fund allows only an average school session of 3½

months, which is the extreme limit, except in such centers of intelligence as will supplement the school fund by voluntary contributions or special local taxes. A decrease of 7,596 in enrollment the superintendent regards as only apparent, being the result of errors in some of the county returns for 1883-'84, and as more than made good by a positive increase of 7,949 in average attendance. The reason given for a falling off of two weeks in the average school year, already too short, is the policy which requires the schools to be operated during a period beginning 12 months and ending 3 months before the taxes out of which they are to be supported can be collected, the State thus converting her employes into her creditors. This policy, he says, is indefensible, because the State is no longer in the impoverished condition of 10 or more years ago. That the year's tax, then lost, has not been recovered during the past 9 years of prosperity, he says, is at once a reproach to the statesmanship of the State legislators, and a sad reflection on the common sense of the people. The short term of office of 2 years for State superintendent and school commissioners is mentioned as a standing evil, presenting a serious hindrance to the proper development of the public school system; still on the whole it appears that the interest of the people in a higher education in county schools and in colleges is increasing.

#### ADMINISTRATION.

The educational interests of the State in 1884-'85 continued to be in the hands of a State superintendent of education, elected by the people for 2 years, and of a State board of examiners, composed of the superintendent and 4 others appointed biennially by the governor. Each county has still a school commissioner, elected biennially by the people; a county board of examiners, including the commissioner as chairman and clerk, with two others appointed by the State board for 2-years terms. Districts have 3 trustees appointed for 2 years by the county boards. The State board of examiners prescribes the course of study in the public schools and selects a uniform series of textbooks for use in them, to continue for 5 years, except in the city of Charleston. The board also makes rules for the examination of teachers and prescribes a standard of proficiency which shall entitle applicants to certificates of qualification as teachers. Each county commissioner has general supervision of the schools and school property in his county, is to aid the teachers in efforts to improve themselves in their profession, and to report to the State superintendent by October 1st each year; failing to do which last, he forfeits one-fourth of his pay for that year. County boards of examiners and boards of trustees are to see that in every school under their care there be taught the usual common school branches, with history and laws of the United States and of South Carolina, the principles of the Constitution, and morals and manners. District trustees are to provide suitable school-houses for their districts, suspend or dismiss pupils when deemed necessary, visit the schools, and see that they are kept according to law and with the utmost efficiency. Each county board may limit the school term according to the school fund of his county. County commissioners apportion the income of the school fund among the districts of their county according to the average attendance of the last preceding year.

#### SCHOOL FINANCES.

The public schools are sustained from the proceeds of a tax of 2 mills on \$1 of property, and a poll tax of \$1 on each voter. This fund is to provide for the free education of all youth in the State 6 to 16 years of age, without distinction of race or color.

#### PEABODY FUND.

In 1885 the State received from this source \$5,000, of which amount \$2,600 was for public schools, \$1,400 for State scholarships in the Southern Normal School, Nashville, Tenn., and \$1,000 for teachers' institutes.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

The public schools of Charleston are governed by a board of 10 commissioners, 6 elected by the people, the others appointed by the governor. The board chooses a superintendent, and in other respects retains its former duties and powers.

The city of Columbia is a separate school district with 4 wards, and its public schools are placed under the control of a board of 7 commissioners, 4 elected by the people, 1 by the city council from its own number, and 2 by the governor. The board appoints a superintendent.



## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attend- ance.	Number of teachers.	Expenditure.
Charleston .....	49,984	7,000	4,514	4,121	100	\$70,344
Columbia .....	10,036	2,160	1,364	769	23	11,392

Charleston presents gains of 459 in both enrollment and average daily attendance over 1883-'84. The school youth for the current year are said to have been about 7,000, including only those from 6 to 16 years of age, of whom 64.48 per cent were enrolled in the public schools, while the unprecedented per cent. of 91.29 of these were reported to have been in average daily attendance. The church schools enrolled 1,091, which, added to those in the public schools, shows 80 per cent. of school youth under school training. As to schools, the figures of the returns seem to indicate that 18 comparatively small school buildings, valued at \$138,000 last year, have been replaced by 6 larger ones with 5,000 sittings, valued at \$146,000. The schools were taught 198 days by 100 teachers, a special one in music being employed. The expenditure for public schools was \$70,344.

Columbia, out of a population of 10,036, reports 2,160 school youth between 6 and 16, although the legal school age is 6-21. With the same school population as in 1883-'84, there were 129 less enrolled, and 95 less in average daily attendance. The schools, classed as primary, grammar, and high, were taught 176 days by 23 teachers, in 3 school buildings with 1,017 sittings, affording abundant room for the general attendance, and valued, with other property, at \$30,540. The attendance appears small, especially as the school youth were of the proper school age, 6 to 16, but 150 enrolled in private schools slightly relieved this showing.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL STATE REQUIREMENTS.

Persons passing a satisfactory examination by the State board of examiners receive a certificate entitling them to teach in the free public schools of the State for 2 years, which may be renewed with or without examination, at the discretion of the board. County boards of examiners are required to examine annually candidates for teacherships, and to give to each found qualified a certificate setting forth the branches he or she may be capable of teaching. No teacher may be employed in any of the free public schools without a certificate from either a State or county board of examiners.

## STATE NORMAL TRAINING.

Two State normal institutes, 1 for white, the other for colored teachers, continued their annual sessions in 1884-'85.

The sixth annual institute for white teachers was held at Charleston from July 21st to August 14th, with a faculty of 9 instructors. There were present 279 teachers from 27 counties; of these, 163 were teachers in public schools, 64 in private schools, and 52 preparing to be teachers. Some 20 or more teachers of private schools, who did not register, made a total of 300 in attendance, the largest number ever enrolled. A large audience of intelligent citizens witnessed, with increasing interest, the progress of the work. The mayor, city council, and private citizens vied with each other to facilitate the operations of the institute.

The third annual institute for colored school teachers was held at Aiken, July 6th to August 31st, inclusive. Mr. W. T. Rosenbach, principal of Schofield Normal Institute, with a faculty numbering 8, and said to be of rare ability, conducted the institute.

The work done is said to have been admirable. The only regret expressed was in reference to the attendance of only 72 teachers, occasioned, not by a lack of interest, but by the shortness of school terms, the consequently small receipts, and the heavy discounts on pay certificates. Those attending are said to have been richly benefited, not one leaving till the session closed.

The normal department of the Claflin University for colored teachers, Orangeburg, continued its 3 years course, with an enrollment of 105, of whom 6 were graduated. A grammar school, enrolling 288 pupils, is preparatory to the normal.

## OTHER NORMAL TRAINING.

Other normal schools and departments reporting were the Schofield Normal and Industrial School, Aiken; the Avery Normal Institute, Charleston; Brainerd Normal

Scientific and Industrial Institute, Chester; normal college department of Allen University, Columbia; and the Fairfield Normal Institute, Winnsborough. All these schools are for the training of colored teachers of both sexes, with courses of 3 and 4 years.

For their statistics see Table III of the Appendix.

#### TEACHERS' INSTITUTES.

County institutes, authorized by law, were held in the counties of Abbeville, Aiken, Anderson, Barnwell, Chester, Fairfield, Laurens, Lexington, Marlborough, Richland, and York. In 5 of these counties 2 institutes, 1 for white, the other for colored teachers, were held; in 2, only for colored.

These institutes, when properly conducted, the State superintendent regards as the most effective agencies for the improvement of teachers and for awakening popular interest in education. In some counties they are said to have marked a new era in the educational history of the State.

### SECONDARY INSTRUCTION.

#### HIGH SCHOOLS.

The State report continues to be silent as to the existence of high schools in the State, only stating that in 1884 there were 4,721 studying the higher branches, and in 1885, 5,253, an increase of 532.

The city superintendent of Charleston reports 1 high school for girls, occupying 8 rooms, with 628 pupils enrolled, and 610 in average attendance under 6 teachers.

The high school of Charleston, for male pupils, apparently unconnected with the city school system, but under a special board of president and trustees, continued its work, enrolling 168 pupils in 1885, of whom 8 were graduated in June, 5 of them entering the College of Charleston and 1 going to Vanderbilt University, Nashville, Tenn.

#### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, and preparatory departments of colleges, see Tables VI, VII, and IX of the Appendix; for summaries of same, see the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of South Carolina*, as organized in 1880, includes the South Carolina College, Columbia, Claflin University, Orangeburg, and the South Carolina Military Academy, Charleston.

The *South Carolina College*, for young white men, arranges its studies in 9 departments of 4 years each, viz: Pure and applied mathematics; ancient languages; English and modern languages; moral philosophy and English literature; history and political science; chemistry and mineralogy; natural philosophy and geology; agriculture and botany; and a law school—each leading to its appropriate degree. Special courses of 2 years are provided, on the completion of which certificates are given. Among these are elective courses, a teachers' course, and elective post-graduate and professional courses.

*Claflin University*, Orangeburg, for the education of colored youth of both sexes, offers a 4-years classical course, with scientific and agricultural, normal, and grammar school courses of 3 years each. Normal graduates receive diplomas; those from the other courses corresponding degrees. Superior advantages are said to be offered in painting and drawing. Industrial training is given in a school of carpentry and on the farm, and the girls receive daily instruction in cooking, cutting, sewing, and general domestic economy, under an efficient matron. The library contains 1,400 volumes, with classified pamphlets and periodicals.

For courses of instruction in the South Carolina Military Academy see "Scientific instruction," further on.

Regular preparatory courses of 2 to 3 years, and collegiate ones of 4 years, are found in Allen University, and in Charleston, Erskine, Adger, and Newberry Colleges; Furman University and Wofford College still group their studies under independent schools, the former having 7 and the latter 8, including the usual collegiate studies.

For statistics of colleges and universities, see Table IX of the Appendix; and for summaries of the same, see a corresponding table in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION OF WOMEN.

This is found in the female colleges at Columbia, Due West, Greenville, Walhalla, and Williamston. Young women are admitted, under equal advantages with young men, to Allen and Claflin Universities.



For statistics of these schools reporting, see Table VIII of the Appendix; for a summary of the same, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *South Carolina College of Agriculture and Mechanical Arts*, a department of the South Carolina College, offers 5 parallel courses for degrees of 4 years each, 3 general and 2 technical. The course in general science embraces history, mathematics, surveying, physics, chemistry, botany, mechanics, astronomy, geology, mineralogy, technology, political economy, with English, French, and Latin; for the last of which a corresponding amount of French and German may be substituted.

The courses in mechanics and engineering, and in agriculture and chemistry, are modifications of the first named, the first 2 years in each being the same, and specialties coming in the 3d and 4th years.

A shorter course of 2 years in agriculture is prepared for those wishing to become farmers and unable to remain longer than that time in college. For experimental purposes the college owns 30 acres of land, where field tests of seed, fertilizers, implements, and processes are made, the results of which are published. Other 40 acres are leased for general farm purposes.

The *South Carolina Agricultural College and Mechanical Institute*, a department of Claflin University, Orangeburg, is located on a campus of 37 acres, said to possess great natural beauty and attractions. This college is for the education of colored youth, having an experimental farm of 116 acres, on which the students nearly earn their expenses.

The mechanical department embraces instruction in printing and carpentry. A printing press, with outfit, has been secured, and a practical printer engaged as instructor. The carpenter's shop, 25 by 50 feet, 2 stories high, has been furnished with several sets of tools, and was being provided with machinery for the manufacture of plain furniture. The expenses of this department are met by annual appropriations of \$2,000 from the John F. Slater Fund, while the college as a whole is supported mainly by an income from the sale of lands granted by act of Congress for the encouragement of industrial education.

The scientific and agricultural course embraces common and higher mathematics, book-keeping, English literature, ethics, physics, mental and moral philosophy, civil government, natural science, and logic, with French, German, and English studies, and farm and mechanical labor. Lectures on agricultural topics are given through the year.

*South Carolina Military Academy*, Charleston, continues its studies in 5 courses, viz: Mathematics and engineering; physical science; history, belles-lettres, and ethics; modern languages; and military science and tactics. For the years 1882-'83 and 1883-'84, each county was entitled to 2 beneficiary cadets, to be selected on the basis of a competitive examination, and maintained and educated at the public expense. Students are received on a probation of 3 months; if then showing incapacity or immoral or insubordinate conduct, they are dismissed. The academic year is from October 1st to August 1st, with semi-annual and annual examinations. August and September are exclusively for military training.

For statistics of scientific schools, see Table X of the Appendix; for a summary of same, see the report of the Commissioner preceding.

### PROFESSIONAL.

**THEOLOGY.**—The theological schools and departments reporting in 1884-'85 are Baker Theological Institute, connected with Claflin University (Methodist Episcopal), Orangeburg; Theological Seminary of the General Assembly of the Presbyterian Church South, Columbia; Theological Seminary of the South, a department of Newberry College (Evangelical Lutheran); Theological Seminary of the Associate Reformed Synod, Due West.

Those reporting in 1883-'84 are the Theological Department of Allen University, Columbia (Methodist Episcopal), and Theological Department of Benedict Institute, Columbia (Baptist). Most of these report regular 3-years courses.

For statistics of the above reporting, see Table XI of the Appendix; for their summaries, see the report of the Commissioner preceding.

**LAW.**—In the South Carolina College, a branch of the State university, is given a full law course of 2 years, leading to an appropriate degree.

**MEDICINE.**—The *Medical College of the State of South Carolina*, Charleston, reported in 1884-'85 a faculty of 7 professors and 6 other instructors, a session of 20 weeks, a graded course recommended but not required, and no requirements for admission. For graduation there must be full age; preliminary education satisfactory to the faculty; 3 years of study; 2 full courses of lectures; and examination in all the branches. Attendance upon lectures, habits, and general character must be satis-



factory to the faculty. Matriculates, 59; graduates, 17; a falling off of 21 in the former, and of 3 in the latter, from 1883-'84. Students in pharmacy are included in the number of matriculates, affecting the proportion of graduates to matriculates.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *South Carolina Institution for the Education of the Deaf and Dumb and the Blind*, Cedar Spring, is under State control, and in 1884-'5 had 60 pupils, 29 of whom were girls. The institution was founded in 1849, since which time 191 pupils have received instruction. Common English studies are pursued, both the sign and oral systems being employed. The average time spent in the institution by pupils is 8 years. For industries, the boys have boot and shoe making and printing; the girls, plain and fancy sewing and general housework.

The *South Carolina Institution for the Education of the Colored Deaf and Dumb and the Blind*, near Cedar Spring, had 15 pupils under instruction during the year in common and higher English branches, with Biblical literature, Latin, and vocal and instrumental music. For industries, the pupils are instructed in broom and brush making, cane-seating, mattress and mat making, piano-tuning, machine sewing, and fancy work.

#### EDUCATION OF ORPHANS.

*Thornwell Orphanage*, a Presbyterian institution for the maintenance and education of orphan children, Clinton, in 1884 closed its ninth year with 40 pupils under 4 teachers. The Orphanage is supported by voluntary contributions, and children of any denomination are admitted who are of sound mind, between the ages of 7 and 13 years, and without means of support. Besides common school studies, instruction is offered in algebra, chemistry, French, Latin, music, and penmanship. Printing is taught, and a monthly paper, issued by the institution, is printed by the boys, as well as circulars and reports. A new orphans' seminary was finished during the year, and a home for orphan boys begun, for which the sum of \$1,500 was donated by Mrs. Annette F. McCormick, of Chicago.

The *Holy Communion Church Institute*, Charleston, an excellent high grade school for boys, formerly free to most applicants, now largely a pay school, affords an opportunity for a good education, combined with careful moral and religious training. The regular course of instruction covers 6 years, with a 4-years course in mechanical engineering. Instruction is given in the French, German, Greek, and Latin languages, elocution, calisthenics, stenography, and telegraphy.

The *Charleston Orphan House* reported for 1884 an average attendance of 108 boys and 94 girls. The studies embrace common English branches, with ancient and modern history, familiar science, and vocal and instrumental music.

#### EDUCATIONAL CONVENTIONS.

Two teachers' associations held annual meetings during the year, the white teachers at Charleston, the colored at Aiken, dates not given. The only account given of these gatherings is that the State superintendent addressed them both, the former on "Reading," the latter on "The use of school discipline as a training for law-abiding citizenship." He says that teachers' associations have been formed in nearly every county where institutes were held, as a kind of first fruits of their influence. The visit to the State of Dr. A. D. Mayo, of Boston, is mentioned as one of the notable events of the year, he making addresses in 14 of the larger cities and towns in the State, and speaking with a vigorous eloquence that awakened much interest in the work of the public schools.

#### CHIEF STATE SCHOOL OFFICER.

HON. ASBURY COWARD, *State superintendent of education, Columbia.*

[First term, December 5, 1882—December 4, 1884; Second, December 4, 1884—December 7, 1886.]

## TENNESSEE.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21)....	a420,997	452,656	.....	.....
Colored youth of school age (6-21)....	a150,832	156,342	.....	.....
Whole number of school age .....	a585,391	609,028	23,637	.....
White youth in public schools .....	272,850	292,989	20,139	.....
Colored youth in public schools.....	77,293	80,888	3,595	.....
Whole public school enrollment .....	350,143	373,877	23,734	.....
Average daily attendance, white.....	160,966	150,502	.....	.....
Average daily attendance, colored ...	44,513	44,901	.....	.....
Whole average daily attendance.....	205,479	192,403	.....	.....
Per cent. of school youth enrolled ...	59.81	61.39	1.58	.....
Per cent. of school youth in attend- ance .....	35.10	31.59	.....	3.51
Enrolled in private schools .....	33,743	25,569	.....	8,174
Average daily attendance in these ...	27,389	20,503	.....	6,886
Pupils in public and private schools .	353,886	393,446	15,560	.....
Average daily attendance in both .....	232,868	212,906	.....	19,962
Per cent. of this to youth of school age.	39.78	34.96	.....	4.82
SCHOOLS AND SCHOOL-HOUSES.				
Public schools for white youth .....	4,924	5,186	262	.....
Public schools for colored youth .....	1,471	1,419	.....	52
Whole number for both races .....	6,395	6,605	210	.....
Number of these graded .....	471	504	33	.....
Number of them consolidated .....	230	253	23	.....
Number under city school boards .....	93	99	6	.....
Public school-houses .....	4,735	5,066	331	.....
Average time of schools, in days.....	78	80	2	.....
Private schools reported .....	893	865	.....	28
TEACHERS.				
White teachers in public schools ....	5,410	5,702	292	.....
Colored teachers in public schools ...	1,518	1,512	.....	6
Whole number teaching .....	6,928	7,214	286	.....
Teachers in private schools .....	1,085	1,132	47	.....
FINANCIAL STATEMENT.				
Average monthly pay of teachers....	\$28 41	\$28 52	\$0 11	.....
Whole expenditure for public schools.	955,470	1,013,464	57,994	.....
Valuation of State school property ..	1,367,445	1,375,781	8,336	.....
Permanent State school fund .....	2,512,500	.....	.....	.....

a Three counties not reckoned in their school populations are represented in the total by the figures of the preceding year.

b Returns incomplete.

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The statistics given fully sustain the statement of Superintendent Paine, that "the public schools throughout the State are steadily advancing, both as to interest in them on the part of the people, and work done by teachers and pupils." The enrollment was 61.39 per cent. of school youth, and its increase during the year exceeded that of school youth by 97. Allowing that, on an average, one-third of the school youth, 6-21, are over 16 years of age and are mostly in the higher schools or employed in industries suited to their age, the enrollment reaches a little over 92 per cent. of a

school age 6-16. While this may not indicate the actual attendance, it probably approaches nearer the truth than the usual statements based on the ages 6-21. Adding 25,569 in private schools, shows that Tennessee is looking well to its school youth. The loss of 13,076 in average daily attendance is only apparent, as the superintendent attributes it to the failure of several large counties to report this item, most of them giving good reasons for not doing it. He thinks that if all had reported as usual, there would have been an increase over the last year. On other vital points there were handsome gains, there being 210 more public schools, the graded and consolidated increasing largely; 331 more public school-houses, there having been built during the year 225 frame to only 59 log houses; while 236 more public school teachers were employed, there having been an increase of 11 cents in their average monthly pay. The expenditure for public schools was \$57,994 more than in 1883-'84, due largely to the erection of new frame school-houses and the employment of a considerably increased number of teachers. The value of school property advanced, as may be seen, by \$8,336. The work in normal institutes is reported to have exceeded that of any previous year, one encouraging result being the grading of country schools, several counties having begun this work during the year.

Since the addition of the study of the elements of agriculture to the public school curriculum an increase is shown each year in the number of pupils pursuing this branch of study. The number reported in 1884-'85 was 1,159, an increase of 386 over 1883-'84.

The county superintendents are mentioned as doing excellent service, and richly deserving praise for their earnestness and skillful management.

#### ADMINISTRATION.

For general supervision there is a State superintendent of public schools, nominated biennially by the governor and confirmed by the senate; for local supervision, a superintendent for each county appointed by the county court biennially, and in each district 3 directors, elected by the people for 3 years, one going out each year. The law requires State and county superintendents to be persons of literary and scientific attainments, and of skill and experience in the art of teaching. The public schools are free to all youth 6 to 21 years of age, but separate schools must be maintained for white and colored pupils. The studies in them include only the ordinary branches, with vocal music, elementary geology of Tennessee, and elementary principles of agriculture. Other and higher branches may be provided for by local taxation, or be allowed by special regulations, on the payment of tuition fees. The union of public schools with academies and colleges (allowed by law) facilitates such arrangements. The establishment of public high schools is encouraged when the population justifies it.

#### SCHOOL FINANCES.

The entire permanent State school fund amounts to \$2,512,500, and the public schools are maintained out of the interest arising therefrom, and out of the proceeds of a poll tax of 1 mill on each \$1, all distributed on the basis of scholastic population. If from these sources there should not be enough to sustain schools 5 months in the year, the county courts, of their own motion, or following a vote of the people, may levy an additional tax to keep them open for that time or longer; the whole amount, however, is not to exceed the entire sum of the State tax.

A former member of the legislature of Tennessee informs the Bureau that, on the passage of the Blair bill by the Senate of the United States, the county courts of the State are prepared to meet the expected final action of the bill by levy of such taxes as would secure in every community the services of competent teachers, and schools from 6 to 8 months in the year.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

For cities there are boards of education elected by the people. City superintendents are elected by these boards.

##### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga.....	12,892	5,058	3,458	2,071	43	\$26,921
Knoxville.....	9,693	4,817	2,781	2,054	45	26,616
Memphis.....	33,582	13,169	5,143	3,016	70	47,643
Nashville.....	43,350	14,816	7,055	5,554	121	55,753



## ADDITIONAL PARTICULARS.

*Chattanooga* reports, in the main, a prosperous school year, having 8 primary and grammar, and 3 high school grades, occupying 7 school buildings (1 of them rented), and taught by 43 teachers in sessions of 178 days. There was a gain of 517 in school youth, of 412 in enrollment, of 316 in average daily attendance, and of 2 in teachers. Expenditure for public schools was \$1,558 less than in 1883-'84.

Music and penmanship were taught by the regular teachers. Enrollment in private schools was estimated at 400. Total in public and other schools, 3,858, leaving 856 school youth (6-16) unaccounted for. School property was valued at \$90,100.

*Knoxville*, in 8 public school buildings, furnished 1,810 sittings for primary grades; 670 for grammar grades; 100 for a high school—in all, 2,580. The increase in attendance over 1883-'84 was not equal to the increase of school youth. While this increase was 502, that in enrollment was only 44; in average attendance, 99; with an increase of \$2,195 in expenditure. Public schools were taught by 13 men and 32 women, in sessions of 189 days. Private schools occupied 3 school buildings with 350 sittings, and had an average attendance of 210, under 8 teachers. The combined enrollment of public and private schools shows that all but 133 of ordinary school age (6-16) were in school. Public school property was valued at \$51,950.

*Memphis* reports its school population the same as in 1883-'84. The public schools were held in 11 school buildings (7 being rented), with 3,296 sittings. The enrollment increased by 917, average attendance by 35, teachers by 2, and expenditure by \$252. The sessions were 167 days, under 9 men and 61 women. The estimated enrollment in private schools was 2,190, which, with that in public schools, shows 7,333 registered pupils, leaving 1,447 of ordinary school age (6-16) out of school. Public school property was valued at \$131,400, as in 1883-'84. School debt was reduced from \$10,185 to \$9,204. The schools are located in 10 wards, with about the usual proportion of whites and colored common to Southern cities. The city superintendent says that while the session has been more satisfactory than any for 5 years, yet the want of school room remains, perpetuating the expensive evil of renting. This he hopes the city will soon abandon and build well appointed school-houses, which may compare with the cotton factories, electric light establishments, and other exponents of advanced civilization and enterprise which have marked the progress of Memphis for the last few years.

Memphis grades its schools as primary, intermediate, and senior, the last covering 4 of the 11 years of the entire course, approximating the grade of ordinary high schools.

*Nashville*, while it gained 806 in school youth, 56 in average attendance, and 5 in teachers, lost 18 in enrollment, and expended \$1,804 less for public schools than in 1883-'84. There were 13 school buildings with 5,359 sittings, which is 1,696 less than the total enrollment and 195 less than the average attendance.

To remedy this deficiency, the primary seats were used by 2 sessions of pupils of this grade daily, which provided for 6,040 pupils. The public schools numbered 13, 9 of them for white youth and 4 for colored; they were taught 185 days by 25 men and 96 women. The whole course covers 11 years, 3 given to the high school, with a special course in drawing and writing. The ratio of increase in school youth is said to have been larger than for several years, and the discrepancy between this and enrollment is attributed to the want of sufficient school accommodations. Of the 14,816 school youth, 9,329 were white and 5,487 colored, the former showing 41 per cent. of enumeration in average attendance, the latter, 32 per cent. Public school property same as in 1883-'84, \$231,000. Estimated enrollment in private schools, 600.

Reports from superintendents of cities having a system of graded schools show continued progress and thorough work done by both superintendents and teachers.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL STATE REQUIREMENTS.

To be employed as a teacher in a public school, one must hold a certificate of qualifications from the county superintendent, who, under direction of the State superintendent, examines and licenses applicants. Any officer who shall sanction a payment to an unlicensed teacher is subject to a penalty of from \$5 to \$50. For like services of men and women teaching in the public schools like salaries must be paid. Graduates from the State Normal College at Nashville are entitled to teach in the State without further examination.

## STATE NORMAL TRAINING.

The *State Normal College*, a department of the University of Nashville, is maintained from university funds, the Peabody Educational Fund, and an appropriation from the State. The college is open to both sexes, and, though it is a State normal school, it receives students from any Southern State, principally on Peabody scholarships.

Applicants for admission, except those with scholarships, must be between the ages of 16 and 30 years, must pass a satisfactory examination in the common school branches, and declare their intention to teach. The course of instruction covers 3 years, embracing a review of elementary branches and a study of higher English, Latin entering into the second and third years. It also includes the organization, government, discipline, and general management of classes and schools of different grades, both public and private, and of higher educational institutions. The diploma of the college includes the degree of licentiate of instruction, and is given to those who complete the entire course, entitling the holder to teach in any part of the State without further examination. Students who have taken the regular senior class studies may be admitted into the baccalaureate, or fourth year class, where the studies include Latin, German, model drawing, designing, and vocal music. Practice teaching receives attention throughout the year, and all studies are taught with special reference to methods of teaching them. Upon completion of the fourth year the university degree of A. B. is conferred in addition to that of licentiate.

For statistics of this and other normal institutions reporting, see Table III of the Appendix; for a summary of the same, see the report of the Commissioner preceding.

#### NORMAL INSTITUTES.

With the aid of \$1,500 from the Peabody Fund, 13 State normal institutes were held during the year under the direction of the State superintendent; 3 for colored teachers, at Chattanooga, Nashville, and Memphis; 10 for white teachers, at Blountville, Charleston, Clinton, Jackson, Dyersburg, Adamsville, Centerville, Hartsville, Fayetteville, and Sparta. The attendance on them is said to have been good, not only by teachers but by the people at large, indicating a general interest in public schools.

Besides these, 349 county institutes were held during the year, an increase of 98 since 1883-'84, with an attendance of 2,829 teachers. The State superintendent says that the increase of interest in these institutes, shown by the fact that many more were held and that a larger number of teachers attended than in any previous year, is the most encouraging thing he has to report.

For full statistics of the above, see Table III of the Appendix; for their summaries, see the report of the Commissioner preceding.

#### EDUCATIONAL JOURNALS.

The *Southwestern Journal of Education*, edited by Leon Truesdale and W. R. Garrett, was in its third volume in 1884-'85. This journal is devoted to the educational interests of the Southwestern States, and is the official organ of the superintendents of public instruction. The *West Tennessee Normal* and the *Southern Normalist* are published by the literary societies of the normal college at Nashville. The *Educator*, Chattanooga, was started in February, 1885, and is devoted to education and temperance. Some educational information is also found in the *Christian Advocate*, Nashville.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

Information in regard to these schools continues to be limited. Chattanooga reports a high school, but gives only the names of the teachers employed; Knoxville had one occupying 2 school buildings, with 191 pupils enrolled, 121 in average attendance, and 6 teachers; Memphis, a senior department with a 4-years course approximating the ordinary high school grade; Nashville has a high school course of 4 years, with 338 enrolled, 283 in average attendance, under 8 teachers, and graduated a class of 15 boys and 31 girls in 1885. In the 17 years of its work, having been suspended from 1860 to 1869, this school has graduated 364 students.

##### OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academies, see Tables IV and VI of the Appendix; for summaries of them, see corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the Appendix.

#### SUPERIOR INSTRUCTION.

##### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Tennessee*, Knoxville, for young men only, distributes its course of instruction among 8 schools, each distinct in its classification and course of study. These schools are as follows: (1) Agriculture, horticulture, and botany; (2) natural history and geology; (3) chemistry and mineralogy; (4) applied mathematics; (5) pure mathematics; (6) ancient languages; (7) English and modern languages; and



(8) history and philosophy. Preparatory instruction is given in a 2-years sub-collegiate course. There is also a department of military science, tactics, and discipline. The classical course of 4 years leads to the degree of A. B.

For statistics and courses of other universities and colleges reporting, see Table IX of the Appendix, and for a summary thereof, the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class reporting for 1884-'85, see Tables VIII and IX of the Appendix, and for a summary thereof, the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The scientific schools of the State University and Agricultural and Mechanical College, Knoxville, offer, besides what has been mentioned under "Superior instruction," courses in civil, mechanical, and mining engineering, and applied chemistry, each of 4 years; also special courses in applied mathematics, in practical agriculture, in agricultural apprenticeship, and a preparatory Latin-science course, each of 2 years. There is also a Latin-science course of 4 years, which leads to the degree of bachelor of philosophy.

*Vanderbilt University*, Nashville, in its school of engineering, offers courses in civil engineering and in manual technology, each of 2 years. Instruction in the former course includes sanitary, dynamical, and mining engineering, with practice in the machine shop, and the theory and use of the steam-engine. The department of manual technology, founded by a recent donation of \$100,000 by Mr. William H. Vanderbilt, has for its object a more thorough system of instruction in the subjects which qualify young men to become skilled artisans, designers, and superintendents of mechanical operations, and includes mathematics, natural philosophy, drawing, and shop work.

For statistics of scientific schools see Table X of the Appendix, and for a summary see the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in East Tennessee and Vanderbilt Universities and Central Tennessee College (Methodist Episcopal), Fisk University (non-sectarian), Southwestern Presbyterian and Cumberland Universities (Presbyterian), University of the South (Protestant Episcopal), Carson College and Southwestern Baptist and Roger Williams Universities (Baptist), and Burritt College (Christian).

**LAW.**—Legal training was continued in 1884-'85 at Cumberland and Vanderbilt Universities and Central Tennessee College.

**MEDICINE.**—Medical studies were still pursued in the Nashville Medical College, a department of the State university; in the medical departments of the University of Nashville and of Vanderbilt University; in the Maharry Medical Department of Central Tennessee College; and in Memphis Hospital Medical College, a department of the Southwestern Baptist University. The first three named make provision for 3-years graded courses, which, however, are not obligatory. To graduate, students must have attended 2 full courses of lectures; have dissected during their entire attendance at the University of Tennessee, and during one season at the others; and must pass a satisfactory examination by the faculty. Memphis Hospital Medical College is essentially the same. Maharry, for colored students, recommends but does not require a 3-years graded course. To graduate, its students must have had 3 years of study, with 2 full courses of lectures, and must pass a satisfactory examination in the branches taught, including the outlines of Bible history and doctrine.

**DENTISTRY** is still taught in the dental departments of the State and Vanderbilt Universities, in 2-years courses, under the usual requirements for admission and graduation.

**PHARMACY** is taught in the Department of Pharmacy of Vanderbilt University, with special reference to training its students to become practical pharmacists and chemical manufacturers. The course of instruction embraces general and analytical chemistry, botany, mineralogy, and crystallography as related to pharmacy, materia medica and toxicology, and theoretical and practical pharmacy.

For statistics of all these professional schools, see Tables XI-XIII of the Appendix; for summaries of such statistics, see the report of the Commissioner preceding.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF.

The *Tennessee School for Deaf Mutes*, Knoxville, founded in 1845, reports 122 pupils for 1884-'85, under 7 instructors. Common school studies are pursued, one class being



taught exclusively by articulation. Instruction is given in agriculture, printing, and shoemaking. All deaf mutes in the State of proper age and physical condition are received free of expense. The State appropriated for the year \$22,500. The expenses reached \$24,000. The institution owns 35 acres of land, valued, with buildings, etc., at \$125,000.

#### EDUCATION OF THE BLIND.

The *Tennessee School for the Blind*, Nashville, founded in 1844, had 77 pupils in 1884-'85. All blind children between the ages of 7 and 16 years are received free of expense. The total number admitted since opening has been 237. The common and higher English branches are taught, with vocal and instrumental music; also such employments as broom and mattress making, cane seating, beadwork, knitting, crocheting, and hand and machine sewing. The State appropriated \$16,000 for the year. Expenditures were \$17,462. Value of property belonging to the institution, \$90,000.

#### INDUSTRIAL TRAINING.

The *Slater Training School*, formerly the Austin Industrial School, Knoxville, a manual training school for colored youth, reports 300 girls and 84 boys. Instruction is given in carpentry, cooking, sewing, and housekeeping. In the sewing school 329 garments were made during the year, and 284 were sold. The school is supported by contributions. The board of education of Knoxville, for 1885, gave \$800; the trustees of the Slater Fund, \$500; friends in Boston and other cities, \$1,506.

#### EDUCATIONAL CONVENTIONS.

##### TENNESSEE STATE TEACHERS' ASSOCIATION.

The nineteenth annual meeting of the State Teachers' Association was held at Jonesborough, August 4-6, 1885, the president, Frank M. Smith, in the chair. Among the subjects of addresses delivered before the association were "Common sense in the school-room;" "Modern tendency in education;" and "Reading circles as an element in education." Mr. Lampson, in the latter address, presented the plan of a reading circle for the benefit of the teachers, and recommended that one be organized in the State, the object being to further general as well as professional culture. The State superintendent indorsed the proposition, as did many others, and a committee was appointed to perfect the plan. The association was then addressed upon "Science in the public schools," "National aid to education," "History of institute work in the State," "Some old teachers," "The teacher's mission," "Elocution," and "The newspaper and books." A resolution was adopted thanking Senator Howell E. Jackson for an able address on "National aid to education," and a committee of five was appointed to prepare and present to Congress at its next session a memorial praying for some act granting such aid. Prof. Charles F. Smith, of Vanderbilt University, in an address on "Preparatory school and college work in the South," gave a review of this system of education, showing its defects, and said: "Good academics should be established instead of so many colleges. There is too much show and too little true education." It was resolved to adopt the *Southwestern Journal of Education* as the official organ of the association, after which the officers for the ensuing year were elected, Prof. Eben Alexander of Knoxville being made president. The convention then adjourned.

##### TEACHERS' READING CIRCLE.

At the meeting of the above State Teachers' Association, the Tennessee Reading Circle was organized by the election of a State board of directors, each member signing a pledge to enter upon and faithfully pursue the course of reading outlined by the directors. It was estimated that in the 35 counties already organized, 1,000 teachers were reading the prescribed course. Cities having a regularly organized school system have boards of directors to consist of 3 members instead of 5, as in counties. Nashville, Jackson, and Union City had thus organized. The board of directors publishes each month outlines for the assistance of teachers in the *Southwestern Journal of Education*, Nashville.

##### CHIEF STATE SCHOOL OFFICER.

HON. THOMAS H. PAINE, *State superintendent of public schools, Nashville.*

[Second term, January 15, 1885, to January 15, 1887.]

**TEXAS.**  
STATISTICAL SUMMARY.<sup>a</sup>

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White children of school age (8-16)...	b 231,069	224,758	-----	6,311
Colored of such age .....	b 80,065	76,267	-----	3,798
Whole number of school age .....	b 311,134	301,025	-----	10,109
Whites enrolled in public schools....	148,639	179,002	30,363	-----
Colored enrolled in such schools .....	56,160	54,719	-----	1,441
Whole enrollment in public schools..	c 244,895	233,721	-----	11,174
Average daily attendance .....	-----	103,433	-----	-----
Per cent. of school youth enrolled....	78.71	77.64	-----	1.07
Per cent. of such in average attendance .....	-----	34.36	-----	-----
Children paying tuition .....	37,594	32,979	-----	4,615
<b>DISTRICT COUNTIES AND SCHOOLS.</b>				
School districts organized .....	-----	2,452	-----	-----
Schools organized for whites .....	-----	3,241	-----	-----
Schools organized for colored .....	-----	619	-----	-----
Whole number organized .....	-----	3,860	-----	-----
Schools maintained for whites .....	-----	3,135	-----	-----
Schools maintained for colored .....	-----	593	-----	-----
Whole number maintained .....	-----	3,728	-----	-----
<b>COMMUNITY COUNTIES AND SCHOOLS.</b>				
Communities organized for whites....	-----	2,216	-----	-----
Communities organized for colored .....	-----	1,155	-----	-----
Schools maintained for whites .....	-----	2,151	-----	-----
Schools maintained for colored .....	-----	1,122	-----	-----
School-houses reported .....	1,441	-----	-----	-----
Average time of county schools, in days .....	100	-----	-----	-----
Average time of city schools, in days..	164	-----	-----	-----
<b>TEACHERS.</b>				
Men teaching in public schools .....	4,326	-----	-----	-----
Women teaching in such schools .....	1,957	-----	-----	-----
Whole number of State school teachers .....	d 6,369	-----	-----	-----
<b>FINANCIAL STATEMENT.</b>				
Expenditure for public schools .....	e \$1,661,476	-----	-----	-----

<sup>a</sup> All the returns for both the years included in this summary are incomplete.

<sup>b</sup> School age from 1876 to January, 1884, 8-14.

<sup>c</sup> The race of 40,096 not reported.

<sup>d</sup> The sex of 86 teachers not reported.

<sup>e</sup> Actual expenditure not reported; includes funds paid teachers from private sources and in cities.

(The figures for 1883-'84 in the above summary are from the report of Hon. B. M. Baker, State superintendent of public instruction; those for 1884-'85 are from the *Texas School Journal*, May, 1886.)

**STATE SCHOOL SYSTEM.**

**GENERAL CONDITION.**

The material for this is limited to a statistical report of the State superintendent in the *Texas School Journal* for May, 1886. The statistics are very imperfect, owing to the failure of many county judges to report.

Of the enrollment reported, 165,625, from 127 counties, were instructed in orthography; 181,694, from 128 counties, in reading; 125,958, from 127 counties, in penmanship; 133,675, from 128 counties, in arithmetic; 82,759, from 128 counties, in geography; 59,469, from 127 counties, in grammar; 31,930, from 123 counties, in composition; 32,456, from 126 counties, in history; 9,044, from 115 counties, in algebra; 3,998, from 89 counties, in geometry; and 5,642, from 102 counties, in natural philosophy. The number of whites of school age, from 129 counties, who could not read at beginning of term was 23,452; colored, from 91 counties, 18,908. At the end of the term 8,422 whites, from 116 counties, could not read; nor could 8,917 colored, from 82 counties. The number of whites, from 130 counties, who could not write at the beginning of the term, was 54,765; colored, from 92 counties, 26,409. Whites, from 123 counties, who could not write at the end of the term, 25,907; colored, from 88 counties, 15,072. Whites, from 129 counties, who did not understand the 4 elementary rules of arithmetic at the beginning of the term, 79,629; colored, from 91 counties, 29,536. Whites, from 127 counties, who did not understand these rules at the end of the term, 47,596; colored, from 90 counties, 22,020. Total of those who could not read at the beginning of the term, 47,360; at the end of the term, 17,339; who could not write at the beginning, 81,174; at the close, 40,979; who did not understand the 4 elementary rules of arithmetic at the beginning, 109,161; at the close, 69,616.

#### ADMINISTRATION.

This is still by a State superintendent of public instruction, elected for 2 years, and a State board of education, with the State superintendent as *ex-officio* secretary. County school affairs are superintended by 3 trustees for each county, appointed by the county judge. County judges must also appoint annually a board of 3 examiners for testing the qualifications of teachers, which examiners must themselves be holders of first-grade certificates. This board receives \$3 from each teacher examined by it. The public schools are free to all youth between the ages of 8 and 16 years, but white and colored children must be taught in separate schools. School funds are distributed in accordance with the school population, the census to be taken annually.

#### SCHOOL FINANCES.

The public schools are sustained from the interest of a permanent public school fund; from legislative appropriations, not to exceed one-fourth of the general revenue; and from a poll tax of \$1 annually on all men of the State 21 to 60 years of age. In incorporated cities and towns, if the tax-payers so decide, an additional sum, not to exceed 50 cents on \$100 of city property, may be levied.

#### PEABODY FUND.

The State received from this source \$7,150 in 1835; of which \$6,000 were for the Sam Houston Normal School, and \$1,150 for Texan State scholarships at the Southern Normal School, Nashville, Tenn.

### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

For maintaining and controlling free public schools in cities and towns of 1,000 or more inhabitants there is in each a board of 6 trustees, elected for 3-years terms, with annual change of one-third, the mayor of such city being *ex-officio* chairman. Austin, Galveston, Houston, and others of the larger cities have school superintendents.

#### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Austin .....	10,960	3,103	2,104	1,639	42	\$31,471
Galveston .....	22,248	9,000	3,375	2,525	64	152,500

#### ADDITIONAL PARTICULARS.

*Austin*, in its fourth annual report, indicates growth and activity in the attendance on its public schools, though in regard to school buildings, furniture, and appendages, it is yet poorly equipped. Of the buildings, 6 were rented; the whole number (13) included 40 graded rooms. During the 2 last years, \$2,641 were expended for new buildings, decreasing the rents from \$622 to \$553. Public school property was rated at \$54,220. The increase of school youth over 1883-'84 was 1,493, a little



over 48 per cent., while of the 3,103 such youth, 67.8 per cent. were enrolled, and 52.81 per cent. were in average daily attendance. The amount paid teachers increased from \$14,234 to \$18,906. During the first week the demands for admission exceeded the seating capacity. Schools were classed as primary, grammar, and high, with 1,476 white pupils and 628 colored, and were in session 175 days. The State school age is 8 to 16; that of the city, 7 to 21.

*Galveston* reports 9 school buildings, with 3,000 sittings, in 64 rooms for study and recitation, affording sufficient accommodations for its general attendance. The buildings, with other school property, were valued at \$200,500. The public schools were taught by 15 men and 49 women in sessions of 175 days. School youth increased 5,007, or nearly 56 per cent., over 1883-'84; enrollment in public schools by only 575, which, with the 800 in private schools, made a total gain of 1,375. Of the \$152,500 expended during the year for public schools, \$105,100 were for sites and school buildings, with furniture, apparatus, and libraries, which shows that the city is awakening to the rapid increase of its population, and that the great lack of school accommodations will not long be permitted to exist.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Persons wishing to teach in the public schools of the State must have from their county judge certificates of both moral and intellectual qualifications, the former based upon the judge's knowledge or upon evidence satisfactory to him, the latter on the oath of the county board of examiners, or on the certificate of the State normal school or of a Texas summer normal school, that the applicants have passed the required examinations. The examinations for a third-grade certificate cover only the common school branches; for a second-grade, composition and history of the United States are added; for a first-grade, all the above, with elementary algebra, geometry, natural philosophy, school discipline, and methods of teaching. A certificate of either of these grades is only valid for a year, but may be renewed by the county judge at his discretion, without examination. Persons graduating from the full 3-years course of the State normal schools may teach in the public schools of the State during good behavior; those holding certificates of one year's attendance on this school, or certificates from a summer normal institute, may teach for 3 years.

### STATE NORMAL TRAINING.

The *Sam Houston Normal School*, Huntsville, offers a 3-years course of strictly professional training, its object being to thoroughly prepare teachers for their work. Students completing the first year's work satisfactorily are granted second-class certificates; those completing the second year, and giving evidence of ability to govern and teach, receive a first-class certificate. Either of these is good for 3 years. Students graduating from the full 3-years course are given an unlimited State certificate. The school is divided into 7 departments, namely: professional work; natural and physical science; mathematics; English language and Latin; rhetoric, general history, and literature; vocal music and calisthenics; and elocution, drawing, and penmanship. State students (one from each senatorial district appointed by the senator, one from each representative district appointed by the representative, and 3 from the State at large appointed by the board of education) receive board free for 1 year. Books and tuition are free to all. For 1884-'85, the sixth year of its existence, the school reported 159 State students, 49 pay students, and 89 graduates, 23 of them from the full course, the others from the 2-years course.

### OTHER NORMAL TRAINING.

*Tillotson Collegiate and Normal Institute*, Austin, besides intermediate and college preparatory courses, presents an elementary and a higher normal course, each covering 2 years. The institute enrolled 132 students in 1884-'85, of whom 10 were in the normal course.

### TEACHERS' INSTITUTES.

Each county judge is required by law to hold annually a summer normal institute in his county, and it is the duty of all teachers to attend as far as possible.

### EDUCATIONAL JOURNALS.

The *Texas School Journal*, Houston and Dallas, edited by Hon. R. M. Baker, superintendent of public instruction, still continued in 1884-'85 to be the official organ of the department of education, and was in its third volume.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Austin reports a high school with a 3-years course and an enrollment of 76, an increase of 19 over 1883-'84. With an average attendance of 59, it graduated a class of

13, of whom 12 were young women, closing its fourth annual session with marked improvement in condition.

Houston has a high school in charge of Oscar S. Cooper, principal.

#### OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the Appendix, and the summaries thereof in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Texas*, Austin, organized in 1833 for both sexes, has in its academic department 7 distinct schools, viz, ancient languages, modern languages, English and history, philosophy, mathematics, chemistry, and physics. The courses of instruction occupy from 2 to 4 years, and lead to the degrees of B. Let., B. Sci., B. A., M. A., and B. L.

For courses and statistics of the 10 other colleges and universities reporting, see Table IX of the Appendix; for summaries, see the report of the Commissioner preceding.

All offer preparatory studies and classical courses of 4 years. Southwestern University and Marvin College are arranged on the plan of 9 independent schools, including commercial departments and schools of music. Baylor, Waco, Trinity, and St. Mary's Universities present business courses of from 2 to 5 years. Of the above institutions, 4<sup>1</sup> admit the sexes upon equal terms, and Southwestern University provides an annex for young women.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex alone, reference is made to Table VIII of the Appendix. A summary of this table will also be found in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Agricultural and Mechanical College of Texas*, College Station, in 1884-'85 reported 141 students, besides 29 in the preparatory class, all under 9 instructors. Tuition is free, the full course covering 3 years. The college divides its studies into 8 departments, namely: agriculture; mechanical engineering and drawing; military science and tactics; chemistry; mathematics; English language, literature, and history; ancient and modern languages; and physics. Graduates from a 3-years course are entitled to the college diploma, but for the degree of civil or mechanical engineer, or that of bachelor of science, one year is added, embracing advanced studies in the departments under each degree.

For statistics of scientific schools and scientific departments reporting, see Tables IX and X of the Appendix; for summaries of these, see corresponding tables in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is offered in Baylor, Trinity, and Waco Universities.

For statistics, see Table XI of the Appendix, and for a summary of them, see the report of the Commissioner preceding.

**LAW.**—Legal training is given in the law department of the University of Texas in a 2-years course. Students are exercised in the discussion of legal questions and the preparation of legal instruments, and, when sufficiently advanced, in the trial of cases in moot courts.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF.

The *Texas Institution for the Deaf and Dumb*, Austin, teaches the common school branches, with natural philosophy and Bible study. Articulation is taught, as well as agriculture, printing, and shoemaking. The full course of instruction covers 7 years.

#### EDUCATION OF THE BLIND.

In the *Texas Institution for the Blind*, Austin, the common school and some higher branches are taught, the point system being employed. Special attention is given to

<sup>1</sup> Mansfield Male and Female, Marvin, and Salado Colleges, and Waco University.

instrumental music. In the mechanical department are taught broom, mattress, and pillow making; chair-seating; and tuning and repairing pianos and organs.

### EDUCATIONAL CONVENTIONS.

#### STATE TEACHERS' ASSOCIATION.

The Texas State Teachers' Association met at Waco, June 30-July 2, 1885, President Dow in the chair. Among the papers read and discussed before the association were, "Scientific instruction on temperance in the public schools," "A new view of geology," "Religion and public schools," "Associational work," "A plea for English literature," "Natural history and science in schools," "Industrial education in relation to common schools," and "Our little ones." A resolution was adopted recommending that senators and members who appoint students to the Sam Houston Normal School carry out the system of competitive examination. It was also resolved to hold an educational exhibit under the auspices of the association at the next meeting.

#### SUPERINTENDENTS' ASSOCIATION.

The Superintendents' Association of Texas held its third convention at the Texas headquarters of the Exposition in New Orleans, President J. E. McQuire presiding. Hon. T. T. Gammage, U. S. Commissioner for Texas, presented a communication, which was acted upon favorably, requesting each teacher in the State of Texas to collect and forward at once to New Orleans educational exhibits from each of their respective schools. Professor Hogg, speaking on "National aid to education," said he was fully aware of the liberality of Texas in providing for the educational necessities of her citizens, and that many of her sister States were unable, with their present resources, to successfully cope with the difficulties of educating the masses. A resolution was adopted stating that, in view of the embarrassments to education in the States suffering from the largest amount of illiteracy, the teachers of Texas embrace this opportunity to offer their profound conviction of the necessity and wisdom of providing immediate national aid to education.

#### CHIEF STATE SCHOOL OFFICER.

**HON. B. M. BAKER**, *State superintendent of public instruction, Austin.*

[Term, January, 1884, to January, 1886.]



## VERMONT.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20) <sup>a</sup> .....	99,463	99,463	.....	.....
Public school enrollment .....	72,744	71,659	.....	1,085
Average daily attendance .....	47,607	49,031	1,424	.....
Per cent. of enrollment to school youth.	73.68	72.04	.....	1.64
Per cent. of average attendance to school youth.	47.86	49.29	1.43	.....
Attendance in private schools .....	8,004	7,533	.....	471
Attendance in graded public schools.	13,631	.....	.....	.....
Attendance in ungraded ones.....	59,652	.....	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	2,290	2,245	.....	45
Number of public schools.....	2,550	2,560	10	.....
Number of such schools graded.....	33	.....	.....	.....
Average time of schools in days .....	127	126	.....	1
Schools with not more than 12 scholars.	555	494	.....	61
Schools with not more than 6 scholars.	115	102	.....	13
TEACHERS.				
Men teaching in public schools.....	540	559	19	.....
Women teaching in such schools.....	3,723	3,696	.....	27
Total teaching in public schools .....	4,263	4,255	.....	8
Number from Vermont normal schools	521	556	35	.....
FINANCIAL STATEMENT.				
Average monthly pay of men teaching.	\$34 82	\$31 56	.....	\$3 26
Average monthly pay of women.....	20 04	21 28	\$1 24	.....
Expenditure for public schools.....	590,581	611,503	20,922	.....
Available State school fund .....	669,087	669,087	.....	.....

<sup>a</sup> United States census of 1880.

(From reports of Hon. Justus Dartt, State superintendent of education, for the two years above indicated.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The educational condition of the State cannot be fully shown, as the superintendent's report is biennial, and 1884-'85 is an off year. The main figures have, however, been furnished by him, showing a larger average attendance, with fewer teachers; more public schools, though fewer districts; and a lessened number of very small schools. Although more teachers employed in the public schools had received normal training, the average monthly salaries of men were reduced, while the pay of women was somewhat advanced.

As to the past, the number of children between 4 and 18 years of age in the State in 1864 was 85,795; in 1874, the number between 5 and 20 years was 89,541, the legal school age having been changed in 1870; in 1878, the number was 92,831. This was the last school census taken by district clerks, the law requiring it having been re-

pealed. By the United States census of 1880 the number of school youth was 99,463, since which time no census has been taken. Judging from the increase of school youth from 1864 to 1880, it is probable that the present school population is over 105,000.

An encouraging feature of the educational condition continues to be an increasing number of towns adopting the town system, instead of the district system; for the control of public schools, progress in which looks towards decided improvement in school work.

#### ADMINISTRATION.

The school officers are, for the State, a superintendent of education, elected biennially by the general assembly; for towns, superintendents elected annually; for counties, examining boards, with clerks; for districts, moderators, clerks, collectors of taxes, treasurers, 1 or 3 auditors, and prudential committees. In towns where the district system has been abolished, there are boards of 3 or 6 directors, and any town having a high or central school elects for such school a prudential committee of 3, with annual change of 1. Women may vote in all school district meetings and in election of school commissioners in towns and cities, and may hold school offices. A town, at its annual meeting, may abolish the district system. Unless otherwise instructed, every child of good health and sound mind between 7 and 14 years of age is required by law to attend a public school at least 3 months in the year. A district may establish evening schools, each evening to be regarded as a half-day session of public school. The law provides that one or more schools shall be maintained in each town for instruction of the youth in the common school branches, in free-hand drawing, history and Constitution of the United States and of the State of Vermont, and in elementary physiology and hygiene with explanation of the effects of stimulants and narcotics on the human system.

#### SCHOOL FINANCES.

Public schools are sustained by district and town taxation, and the income from town school funds and the United States deposit fund. The interest on the last is apportioned to towns according to population, while one-half of the town school money, if it does not exceed \$1,200, or, if it does, one-third of it, is equally divided among the districts of such towns; the remainder is divided among the districts according to the attendance of the children of school age during the previous year. Towns failing to assess school taxes forfeit to the county a sum equal to double the amount required to be raised by such tax, to be recovered by the county court. No sectarian or church school may be maintained from any portion of the public school fund.

### SCHOOL SYSTEMS OF CITIES OF 7,500 OR MORE INHABITANTS.

#### ADMINISTRATION.

Burlington has a school board of 6 commissioners, one from each ward, and a city superintendent; Rutland, a board of education of 9 members, with a city superintendent.

#### STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Enrollment in public schools.	Number of teachers.	Expendi- ture.
Burlington .....	411,365	1,552	46	\$23,235
Rutland .....	12,149	62,776	670	624,500

a Census of 1885 gives 13,357.

b Statistics of 1883-'84.

#### ADDITIONAL PARTICULARS.

Burlington reports a small increase in enrollment and attendance, with 4 more teachers. The graded schools continued to be classed as primary, intermediate, grammar, and high. The first 3 grades have a course of study covering 3 years each, and the high school 3 courses of 4 years each. Three ungraded schools are reported, 1 day, and 2 evening schools. Music, drawing, physiology, and language lessons are included in the curriculum as far as the high school, but appear to be dropped there. The grammar school was so crowded that it became necessary to stop the admission of non-resident pupils. The number in the high school exceeded the seating capacity of the school, so that some of the pupils were compelled to study at home, and report at the school-room for recitation only. During the year a larger

sum than usual was expended for apparatus, charts, and maps. The intermediate schools have been furnished with globes, the grammar schools with wall maps, and both grades with charts and drawing models. The average number of weeks of school session was 31.2. About 1,000 children were attending private schools, making 1,652 youth of the city under instruction.

Rutland classes its schools as primary, intermediate, secondary, grammar, and high, covering 3 years for each grade, except secondary schools, which occupy but 2.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

A certificate of graduation from the lower course of a normal school, or of a training department of a graded school, is a license to teach in the common schools of the State for 5 years; one from the higher course of such schools is a license for 10 years. The board of examiners may grant county licenses for 5 years to candidates who pass a satisfactory examination in all the branches required by law to be taught in the common schools of the State, and in drawing, methods of teaching, and elementary physiology and hygiene. Town certificates may be given to such as pass the examination satisfactorily. A town superintendent may teach in his own town for one year, if found qualified on examination by the superintendent of an adjoining town.

### STATE NORMAL TRAINING.

The 3 State normal schools, at Castleton, Johnson, and Randolph, offer strictly professional training in courses of from  $1\frac{1}{2}$  to 4 years. Each town is entitled to the free tuition of one student, who may attend either school. Students may be admitted to advanced standing on passing an examination satisfactorily. Graduates from either of these schools may teach in the common schools of the State without further examination.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State report for 1883-'84 gives 27 towns as the number having graded schools of 4 or more departments, and supporting not less than 30 weeks of school. They are well organized under efficient supervision, and have regular courses of study. Four were combined with academies. Six other towns have graded schools of 3 departments, with prescribed courses of study. In these graded schools there were enrolled during the year 13,631 pupils, of whom 1,969 were in high schools. The Burlington high school includes English, Latin-English, and classical courses, each covering 4 years, and affords a thorough training for business, for teaching, or for the work of classical or scientific schools.

Rutland high school presents English and classical courses of instruction, each covering 3 years.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the Appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont and State Agricultural College*, Burlington, gives instruction in departments of arts, applied science, and medicine, the first two being open to young women. The department of arts is divided into 5 sections, viz, (1) rhetoric and English literature, (2) ancient and modern languages, (3) mathematics, (4) natural science, and (5) political, moral, and intellectual philosophy. The course covers 4 years and leads to the degree of A. B. Male students are required to take part in military drill and instruction 2 hours each week. For departments of applied science and medicine, see proper headings further on. Hon. Frederick Billings, who donated \$100,000 for the erection of a new library building, as noted in the last report, has given \$10,000 additional for the same worthy object, with the promise of more if needed. The library numbers 21,000 volumes.

*Middlebury College*, Middlebury, in 1884-'85 reported 43 students in its 4-years classical course, 8 of whom were young women. For the attainment of honors a general average of 75 per cent is required; for highest honors, 90 per cent. Examinations are severe and thorough. The studies are arranged in 8 departments, viz, ancient languages; mathematics; rhetoric and English literature; mechanics, physics, and astronomy; modern languages; chemistry and natural history; philosophy; and ethics and political science.



*Norwich University*, formerly Lewis College, Northfield, although largely 'scientific, offers a course in arts, or full classical course, extending through 4 years, and leading to the degree of A. B.

For statistics of these institutions see Tables IX and X of the Appendix; for a summary of them, see corresponding tables in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of these institutions see Table VIII of the Appendix; for summaries of them, see a corresponding table in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *University of Vermont and State Agricultural College*, in its department of applied science, gives instruction in 4-years courses in civil engineering, theoretical and applied chemistry, agriculture and related branches, and in metallurgy and mining engineering. A special winter course is offered to farmers, the topics being agricultural chemistry, botany, physics, entomology, stock-breeding, dairying, fruit culture, road making, bee culture, and farm accounts. No examination is required for attendance upon this course.

*Norwich University*, formerly Lewis College, offers courses in science and civil engineering, chemistry and physics, mining engineering, metallurgy, science and literature, and arts. Each course covers 4 years, and leads to its corresponding degree. Military instruction is given daily throughout.

#### PROFESSIONAL.

No schools of THEOLOGY or LAW report from this State.

**MEDICINE.**—Instruction is given in the medical department of the State university, in a course of scholastic lectures on the 7 essential branches of medical science, namely, anatomy, physiology, materia medica, chemistry, surgery, obstetrics, and the theory and practice of medicine. Medical and surgical clinics are held weekly, also clinics for the ear, eye, and skin. No examination is required for admission. For graduation, there must be 3 years' study, of 20 weeks each, and a final satisfactory examination. The department enrolled 200 medical students in 1884-'85, under 19 instructors, and 78 were graduated. The new college building, having a seating capacity of 350, and with laboratory, dissecting-room, museum, and various other rooms for the use of instructors and students, was the gift of Mr. John P. Howard, of Burlington. The Mary Fletcher Hospital buildings, adjoining the university, have been planned with special reference to the wants of medical classes; they contain a pathological room with 100 sittings, in which post-mortem examinations are held in presence of the class.

#### SPECIAL INSTRUCTION.

#### EDUCATION OF UNFORTUNATE CHILDREN.

Vermont continues to provide for this class in other States. In 1884-'85, 12 of its *Deaf Mutes* were being educated in the American Asylum, Hartford, Conn., at an annual expense of \$2,275, and 4 at Clark Institution, Northampton, Mass., at a cost of \$800 a year. For the *Blind*, provision is made at the Perkins Institution, Boston, Mass., where 7 pupils were being educated at an annual expense of \$2,100. One *Feeble-Minded* pupil from the State was reported in Boston, under instruction at a cost of \$300 a year.

#### EDUCATIONAL ASSOCIATIONS.

#### VERMONT STATE TEACHERS' ASSOCIATION.

This association held its thirty-fifth annual meeting in Montpelier, January 1-3, 1885, President C. A. Bunker in the chair. Upon the subject of reading, Principal John Pickard said that it was often erroneously considered, and too lightly disposed of. While reading is of the first importance, no subject is so poorly taught. The first thing to be gained is the power to perceive at a glance the printed idea; the second, the power to give that idea intelligent expression. Principal Dana spoke upon wasted powers, criticising the habit of teaching arithmetic, geography, and grammar to the exclusion of other branches of equal importance. In the afternoon the Misses Chamberlin and Thompson, with their pupils, gave interesting illustrations of class work. S. C. Bartlett, president of Dartmouth College, delivered an address in the evening on "What the spade has done for human history," instancing the prehistoric mound-builders of Ohio and Illinois, the ancient copper miners of Michigan, the Esquimaux, the races of Mexico and Peru, and the cave men and lake dwellers of early Europe. Then, coming down to the historic races of Egypt, Assyria, Babylonia, Greece, and

Troy, he showed what a mine of information as to the early people of our world had been brought to view within the present century—all going to confirm, as far as it went, the Bible statements, and none militating against these.

The morning of the second day was occupied with a discussion of the proper method of teaching grammar, and Mrs. E. G. Green presented "Methods in physiology and hygiene," illustrated by a class of boys. In the afternoon Miss Alice H. Burt gave an interesting exhibition, with a class of young pupils from her school, of a lesson in reading. Following this came a class in music from the Montpelier schools, instructed by Prof. N. H. Thompson, who prefaced the exercises by predicting that the coming generation would be one of singing men and women. Prof. Charles King, of Boston, delivered an address in the evening on "Fingers and eyes," claiming that children will learn to do things most readily by doing them.

The work of the third day consisted of reports and resolutions, and the appointing of committees. Mr. Dana, in behalf of the committee on resolutions, reported that the association favored the plan of free text books and the town system of schools, and resolved that in the recent action of the general assembly of Vermont, increasing the State school tax, lengthening the school year, and making teachers' certificates in some cases valid during service in the town or district for which they are granted, the association recognizes movements in the right direction.

#### CHIEF STATE SCHOOL OFFICER.

HON. JUSTUS DARTT, *State superintendent of education, Springfield.*

[Third term, December, 1884, to December, 1886.]

**VIRGINIA.**  
STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (5-21) .....	a314,827	345,022	.....	.....
Colored youth (5-21) .....	a240,980	265,249	.....	.....
Whole number of school youth .....	a555,807	610,271	.....	.....
White youth in public schools .....	184,720	194,235	9,515	.....
Colored youth in public schools .....	103,310	109,108	5,798	.....
Total public school enrollment .....	288,030	303,343	15,313	.....
Average daily attendance (white) .....	106,907	115,624	8,717	.....
Average daily attendance (colored) .....	56,462	60,845	4,383	.....
Whole daily attendance .....	163,369	176,469	13,100	.....
Per cent. of school youth enrolled .....	.....	49.71	.....	.....
Per cent. of enrollment in attendance .....	56.72	58.17	1.45	.....
Per cent. of school youth in attendance .....	.....	22.92	.....	.....
White pupils studying higher branches .....	7,250	8,222	972	.....
Colored studying higher branches .....	1,024	1,342	318	.....
Pupils supplied with free text books .....	8,674	8,625	.....	49
<b>SCHOOLS.</b>				
Schools for white pupils .....	4,477	4,658	181	.....
Schools for colored pupils .....	1,873	1,917	44	.....
Whole number of public schools .....	6,350	6,575	225	.....
Number of these graded .....	319	368	49	.....
Average length of term in days .....	120.0	118.4	.....	1.6
School-houses owned by districts .....	3,580	3,873	293	.....
School-houses built during the year .....	435	330	.....	105
<b>TEACHERS.</b>				
White teachers in public schools .....	4,785	4,932	149	.....
Colored teachers in the same .....	1,588	1,661	73	.....
Whole number employed .....	6,371	6,593	222	.....
Number of men teaching .....	3,247	3,351	104	.....
Number of women teaching .....	3,124	3,242	118	.....
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men .....	\$30 32	\$31 00	\$0 68	.....
Average monthly pay of women .....	26 39	26 82	49	.....
Expenditure for public schools .....	1,321,537	1,424,532	102,995	.....
Valuation of public school property .....	1,592,435	1,819,257	226,822	.....

a State census of 1880.

(From reports of Hon. R. R. Farr, State superintendent of public instruction, for the years indicated.)

**STATE SCHOOL SYSTEM.**

**GENERAL CONDITION.**

The last report of the retiring State superintendent, Hon. Richard R. Farr, is remarkable, not only as showing unusual enlargement in school work, but also for the detail in which it is presented for the last year and for the 4 years of his administration. Laying down his work, it must be a matter of congratulation to be able to say that while the system still lacks much of being perfect, the report proves that the schools have improved in every detail; that the system is stronger than ever before, and that it now commands the respect of all classes of people in the State.



The public school enrollment exceeded that of the previous year by 15,313, and the average daily attendance by 13,100, a large gain in both items. Progress is also seen in an increase of 1,290 studying higher branches; of 225 in the number of public schools; of 49 in that of graded ones; and of 293 in that of school-houses owned by districts. The number of school-houses built during the year was less by 105, but the value of school property advanced \$226,522; expenditure increased by \$102,995; and 222 more teachers were employed, at about the same monthly wages.

Notwithstanding this pleasing view, even this great increase of school-houses, schools, and teachers does not reach the needs of the school population. It is said that 8,000 schools, or 1,425 more than the 6,575 reported, are needed to give all the children of the State equal facilities for a common school education.

The school system, with its more than 303,000 enrolled scholars, and nearly 177,000 in average daily attendance, has not yet been fully introduced, since thousands of the most illiterate class are reported by the superintendent to be absolutely without school facilities. He urges that the counties and districts be allowed to tax themselves to supply this deficiency. He also calls the attention of school officers to the discrimination made in many districts and counties against the colored children. The statistics show that they are not accorded equal school facilities, there being an average of 123 colored children in each school opened for them, against only an average of 70 in each school for whites.

It is a startling fact that while school work is far in advance of what it has ever been before, it still falls sadly short of accomplishing what is needed in the way of primary education. With a school population of over 600,000, only 50 per cent. are enrolled in the public schools, and only 29 per cent. are in daily attendance.

The progress in the number and quality of new school-houses is worthy of note, as originally the larger part were built of logs. In the 11 years from the organization of the school system up to 1882 there were built 2,683 school-houses, averaging 244 a year, the value of school property amounting to \$1,199,333, an average increase of \$109,030 a year. During the last 4 years 1,190 were built, averaging 297 a year, the value of school property, \$1,819,257, showing an average accumulation of \$154,980 a year. There yet remain 2,186 log school-houses, with 3,542 frame, 143 brick, and 29 stone. In view of this, the superintendent does not feel elated at the influence of his efforts on the district trustees, though he has rigidly enforced the law requiring suitable school-houses for the children of the State.

#### ADMINISTRATION.

The general supervision of the public schools is still vested in a State board of education consisting of the governor, superintendent, and attorney-general; in a superintendent of public instruction elected by the general assembly for 4 years; in county superintendents appointed quadrennially by the board and confirmed by the senate; and in boards of district school trustees and sub-district directors, each of 3 members, the former chosen by a county electoral board, the latter by the voters of the sub-districts. The schools are free to all persons of school age, the law requiring separate schools for colored pupils. A school census is taken every 5 years, and the State funds are apportioned on the basis of the number of youth 5-21 years of age, as shown by this census.

#### SCHOOL FINANCES.

The schools are supported from the proceeds of a State literary fund, a capitation tax not to exceed \$1 on all voters, and a property tax of from 1 to 5 mills on \$1, as the general assembly may direct. County and district funds are derived from fines, penalties, and donations, and from a tax not to exceed 10 cents on \$100. Telegraph and railroad companies are liable to a tax for school purposes. Cities and towns may levy for the support of public schools a tax on property not to exceed 3 mills on \$1, and a capitation tax of not more than 50 cents per capita for all school purposes.

#### AID FROM THE PEABODY FUND.

In 1884-'85 the State received \$6,775 from this source, an increase of \$2,650 over the preceding year. Of this amount, \$2,275 was to be used for Nashville scholarships; \$2,000 for teachers' institutes; \$2,000 for Farmville normal school; and \$500 for Hampton normal.

#### SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

##### ADMINISTRATION.

All cities of 10,000 or more inhabitants must (and all others may) have a city superintendent of schools, appointed by the State board of education and confirmed by the senate. The school affairs of such cities are managed by a board of not more than 3 trustees from each ward.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Children of school age.	Public schools.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Alexandria.....	13, 659	4, 582	31	1, 679	1, 245	27	\$13, 511
Danville .....	7, 526	2, 126	24	1, 287	660	24	11, 247
Lynchburg .....	15, 959	4, 907	44	2, 510	1, 821	47	a25, 251
Norfolk .....	21, 966	6, 695	30	2, 022	1, 270	28	21, 969
Petersburg .....	21, 656	7, 203	41	2, 945	2, 057	42	23, 365
Portsmouth .....	11, 590	3, 210	17	1, 274	869	17	a12, 681
Richmond .....	63, 600	21, 536	162	b3, 285	b6, 998	162	a56, 286

a A return gives \$39,073, \$12,561, and \$95,622.

b A return gives these as 6,998 and 2,285, evidently an error.

## ADDITIONAL PARTICULARS.

*Alexandria* reports for 1884-'85 31 public schools, taught by 27 teachers in 2 frame and 3 brick school-houses, with 30 well-furnished rooms, valued with other school property at \$26,000. The statistics show 33 fewer pupils enrolled, and \$1,689 less expended for public schools than in 1883-'84, with a gain of 86 in average daily attendance. The city schools enrolled 411 less than half the children of school age (5-21) enumerated in 1880. Adding 719 of the same age in private schools, there appear to have been 2,184 out of school. Deducting one-third of the school youth over 16, the combined enrollment leaves 657 (5-15) yet unprovided for.

*Danville*, by census of 1880, shows 929 white and 1,192 colored school youth, employing 13 teachers for whites, with an average of 71 to each school; 11 teachers for colored, with an average of 109 to a school. For these there were 13 schools for whites and 11 for colored, taught in 1 frame and 2 brick school-houses, valued with other school property at \$25,000. There was a gain of 78 in enrollment, of 56 in average daily attendance, and of 2 in teachers, but \$341 less expenditure for public schools than in 1883-'84. The average attendance being only a little more than 50 per cent. of enrollment shows large numbers attending school only part of the year, a result probably due to the large colored population employed in the extensive manufacturing interests of the city.

*Lynchburg* shows well in essential points. With an increase of 53 in enrollment, it gained 226 in average daily attendance, 4 in teachers, and expended \$1,836 more for public schools than in 1883-'84. For its 44 public schools there were one frame and 4 brick school-houses with suitable surroundings, and 45 well-furnished rooms, valued with other school property at \$75,000. Private schools report an enrollment of 387, which, with that of public schools, shows only a little more than 59 per cent. of school youth in school. But making due allowance for those over 16, there results a fraction over 74 per cent. of youth of 5 to 16 enrolled in the schools, which is thought to be nearer the truth than the former statement.

*Norfolk* sustained 18 public schools for whites and 12 for colored, under 18 teachers for the former and 10 for the latter, with about an equal average of children to each school. For these, there were 2 frame and 5 brick school-houses on suitable grounds, with 28 well-furnished rooms, valued, with other school property, at \$60,000. The average attendance fell off 556 during the year, enrollment gaining only 24; expenditure for public schools increased \$1,953. The schools enrolled only a fraction over 30 per cent. of school youth, and with 1,955 in private schools, a little more than 59 per cent. But allowing a reduction of one-third for those over 16, the per cent. of attendance in all schools rises to over 87, which is doubtless nearer the actual fact.

*Petersburg* reports a gain of 811 in school population during the year; also gains of 277 in enrollment, of 78 in average attendance, of 1 in teachers, and of \$800 in expenditure for public schools. Yet even with this good record of school work the public schools enrolled but a little more than one-third of the school youth. Adding the 750 in private schools, and deducting school youth over 16 years of age, leaves about the average amount of children (5-15) in school. The 41 public schools, under 42 teachers, occupied 3 frame and 7 brick school-houses, 6 owned by the district, and valued, with other school property, at \$67,000.

*Portsmouth* shows a clear record of progress in every detail, gaining 3 in public schools, 158 in enrollment, 71 in average daily attendance, 3 in teachers, 1 in school-houses, and expending \$2,945 more for public schools than in 1883-'84. For its 17 public schools, under as many teachers, there were 3 brick school-houses suitably surrounded, with 22 well-furnished rooms. Valuation of all school property, \$29,000. About the same per cent. of school youth was enrolled as is usual in cities with large colored popu-



tations, increased by 430 in private schools, and also the same small per cent. of enrolled in average daily attendance.

*Richmond* reports a uniform advance from 1883-'84. Having 3 more public schools, it gained 132 in enrollment, 238 in average daily attendance, and 3 in teachers, expending \$4,595 more for its 162 public schools, which, under as many teachers, occupied 3 frame and 13 brick school-houses, all suitably located, with 182 well-furnished rooms. All city school property was rated at \$301,081.

Considering the large portion of school youth in some way employed, the school attendance may be regarded as very creditable. Of the 21,536 school youth, more than 40 per cent. were colored. Leaving out of the account the average one-third over 16 years of age, and adding 2,283 in private schools, there remained 3,787 youth of 5-16 out of school.

The statistics show that school facilities are about equally enjoyed by both whites and colored.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

For permission to teach in the public schools of the State persons must present to the proper school officers certificates of qualification from the county or city superintendent in charge of the school that they desire to teach.

Examinations for such certificates must be held in the common school studies, and if the applicant desires to teach a school of higher grade there must be an examination corresponding to the grade.

### STATE NORMAL TRAINING.

The *State Normal School*, at Farmville, was established in 1884 by the legislature expressly for the training and education of white girls to be teachers in the public schools of the State. It aims to be strictly professional in its methods of teaching. The school was in successful operation 8 months during 1884-'85. The plan of the school was to give 2 courses of instruction, elementary and advanced, each covering 2 years, the former fitting teachers for primary, the latter for high schools; but the present income being insufficient for the support of both courses, only the elementary is now taught. The law gives to each city of 5,000 inhabitants and to each county the privilege of sending one or more students, according to the number of its members in the house of delegates, and these State students receive free tuition, but must agree on entering to teach at least 2 years in the public schools of the State after graduation.

The *Virginia Normal and Collegiate Institute*, Petersburg, established by act of legislature for the higher education of colored youth, presents 2 courses, normal and academic, each covering 3 years. A training school is connected with the institute, in which the lower branches are taught, where students who are preparing to teach may apply the methods they have learned under the supervision of their instructors. State students are selected, 1 from each senatorial district and 10 from the State at large. Tuition to such is free, provided they agree to teach in the public schools of the State at least 2 years after graduation. All candidates for admission must be not less than 14 years of age, and must pass satisfactorily an examination in the common school branches.

### OTHER NORMAL INSTRUCTION.

The *Hampton Normal and Agricultural Institute*, Hampton, for colored and Indian youth, reports for 1884-'85 340 students in its 3-years normal course, 106 in the Indian classes, 207 in the evening school, and 16 in the pastors' class, 6 of the latter number having been counted in other classes. Common school studies are pursued, practice teaching entering into the second and third years, with book-keeping, free-hand drawing, civil government natural philosophy, and ancient history for the senior year. In the industrial department students are taught trades, agriculture, sewing, and housework. The Indian classes study one half of each day, and devote the other half to work; evening classes work 10 hours daily and study 2, while the normal students study 4 days of each week and work 2.

For statistics of normal schools reporting, see Table III of the Appendix; for a summary of same, see a corresponding table in the report of the Commissioner preceding.

### TEACHERS' INSTITUTES.

The State makes no provision for institute work, but the agent of the Peabody Fund required that \$2,000 of the amount given to the State in 1885 from this fund be devoted to this purpose. The institutes were marked by enthusiasm. The one at Staunton enrolled 648 teachers; at Fredericksburg 256; at Marion, 295; and at the colored institute at Danville, 175. The Virginia Normal and Collegiate Institute held the usual



eight weeks' summer normal, with more than 140 teachers present. The superintendent expressed the obligations of the teachers to the trustees of the Peabody Fund, by whose timely aid 1,514 teachers had received most valuable instruction.

#### TEACHERS' READING ASSOCIATIONS.

The first Virginia Reading Association was organized at Wytheville, August, 1884, the object being to pursue a course of educational reading extending through two years, to be prescribed by a committee of three. On completion of this course, certificates are given to those who have sustained throughout a creditable standing, to whom a more extended course may be prescribed. Examination questions on books read are sent semi-annually to the members of the association, to be answered and returned to the secretary, who keeps a record of the standing of each member as determined by the officers.

At the first annual meeting there was a membership of 300, most of whom had read the first two books of the course.

The State superintendent expresses surprise at the little attention paid to school literature by a large majority of teachers in the State, and regards these associations as a prime necessity. Many who would read do not know how or where to obtain the right books. The associations not only prescribe a uniform course of reading, but select the books, which can be purchased at largely reduced rates. By the examination questions sent out the minds of the readers are refreshed, and can see immediate results.

#### EDUCATIONAL JOURNALS.

The *Educational Journal of Virginia*, published at Richmond, continues to be the official organ of the department of education, and in 1885 was in its sixteenth volume. The general department was in that year edited by William M. Fox, and the official by Hon. R. R. Farr, State superintendent.

The *Southern Workman and Hampton School Record* is published in the interest of the Hampton Normal and Agricultural Institute, and in 1885 was in its fourteenth volume.

#### SECONDARY INSTRUCTION.

##### PUBLIC HIGH SCHOOLS.

The State superintendent reports 9,564 studying the higher branches, of whom 8,222 are whites and 1,342 colored, showing a gain of 972 in the former, of 318 in the latter, and a total gain of 1,290 over 1883-'84.

In a list of institutions where public school teachers had been trained are the Lynchburg, Petersburg, Richmond, and Staunton high schools. Besides these are mentioned the private high schools at Kenmore, Piedmont, Lebanon, and the Episcopal High School, near Alexandria, this last being of high grade.

Danville and Portsmouth also reported public high schools in 1883-'84.

##### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, and preparatory departments of colleges reporting, see Tables VI, VII, and IX of the Appendix; for summaries, see the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION.

##### UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The *University of Virginia* provides thorough instruction in independent schools, academic, scientific, and professional. The academic or literary department is divided into schools of Latin, Greek, modern languages, English, historical science, and moral philosophy, with graduate courses following, leading to the degrees of B. S., B. Ph., B. A., and M. A. For professional and scientific schools, see proper headings further on. The number of students in all the departments of the university in 1884-'85 was 306, under 23 instructors.

Other universities and colleges reporting for 1884-'85 are the Emory and Henry, Randolph Macon, Hampden Sidney, Richmond, and Roanoke Colleges, and Washington and Lee University, all of excellent standing.

For full statistics of colleges reporting, see Table IX of the Appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

##### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex, reference is made to Table VIII of the Appendix. A summary of this table will also be found in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The three special scientific schools reporting for 1884-'85 were the Virginia Agricultural and Mechanical College, Blacksburg; the Hampton Normal and Agricultural Institute, Hampton; and the Virginia Military Institute, Lexington.

The first named presents technical, scientific, and literary courses of study. Students wishing technical instruction only have a 3-years course arranged for them, culminating in the degree of graduate of agriculture or graduate of mechanics; those wishing the degree of civil or mining engineer take a 4-years course, embracing either agriculture or mechanics, with an additional year of special study for the degree sought, which may be either C. E., M. E., or A. B. Elective studies are provided for those not intending to graduate.

The State university, in its scientific department, includes the schools of mathematics, natural philosophy, general and industrial chemistry, analytical and agricultural chemistry, natural history and geology, and practical astronomy, with graduate courses following. Besides these, coming properly under the head of scientific training, are the engineering and agricultural departments, including civil and mining engineering, and the Miller School of Agriculture, Geology, and Botany.

*Hampton Normal and Agricultural Institute*, for colored and Indian youth, offers, in connection with the minor scientific studies, instruction in practical farming and in mechanic arts for men. The young women are trained in the art of bread-making, plain cooking, sewing, and housework. This instruction is continued throughout the entire course.

The *Virginia Military Institute* receives \$30,000 from the State annually, which supplies tuition and board free to State students, and, with the aid of tuition fees and invested funds, supports the faculty. The State cadets are selected from those who are unable to pay their own expenses, and in consideration thereof they are required to teach two years after graduation. The course covers four years, and includes civil and military engineering, surveying, chemistry, mechanics, descriptive geometry, tactics, astronomy, drawing, Latin, modern languages, moral philosophy, drawing, logic, and geology. Special schools of mining and civil engineering and of applied chemistry are provided.

General scientific courses of two to four years are found in Washington and Lee University, and in Emory and Henry, Hampden Sidney, Randolph Macon, and Roanoke Colleges.

*New Market Polytechnic Institute* offers 3 years of preparatory study and a 2-years collegiate course. This includes mathematics pure and applied, mensuration, surveying and astronomy, natural and moral science, and metaphysics.

For statistics of scientific schools and scientific departments reporting, see Tables IX and X of the Appendix; for summaries of these, see corresponding tables in the report of the Commissioner preceding.

## PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in 3-years courses in Union Theological Seminary, Hampden Sidney College (Southern Presbyterian), and in the Theological Seminary of Virginia, Theological Seminary (Protestant Episcopal). Richmond Institute (Baptist) for colored students, besides a 2-years preparatory and a 3-years academic course, gives 2 years of theological training. Such instruction is also found in the School of Biblical Literature of Randolph Macon College.

A pastors' class was organized in the Hampton Institute in October, 1884, to aid colored pastors and other young men in the vicinity who are fitting for the ministry and desire instruction in Biblical studies. The instructors of the class represent 4 different denominations. The regular course of studies covers 3 years, but pastors may avail themselves of any part of it, and no charge is made for tuition.

For statistics, see Table XI of the Appendix; for a summary of them, see the report of the Commissioner preceding.

**LAW.**—Legal instruction is given in the University of Virginia, the department comprising 2 schools, one of common, statute, and constitutional law; the other, of international and mercantile law, evidence, and equity. Each school presents a 2-years course, leading to the degree of B. L.

The Washington and Lee University, in its school of law and equity, furnishes a 2-years course of legal training, but it is so arranged as to render it possible to complete the studies in one session of 9 months. The degree of B. L. is conferred upon graduates.

For statistics, see Table XII of the Appendix.

**MEDICINE.**—Medical studies are pursued in the medical department of the State university and the Medical College of Virginia, Richmond. The former, with an annual session of 40 weeks, has a 2-years graded course, but no requirements for admission; the



latter has an annual session of 26 weeks, and requires a preliminary education sufficient to justify entrance upon the study of medicine.

For statistics, see Table XIII of the Appendix.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Virginia Institution for the Education of the Deaf and Dumb and the Blind*, Staunton, in 1884-'85 reported 11 deaf and 36 blind pupils. Instruction is given in the common English branches, with articulation, drawing, and oil painting for the deaf, and in higher branches, with vocal and instrumental music, for the blind. The boys are taught trades; the girls sewing, knitting, etc. Total number of deaf mutes admitted since the institution was founded, 570; of blind, 231; average number of years spent, 7; value of school property, \$275,000; State appropriation for the year, \$35,000.

#### INDUSTRIAL TRAINING.

The *Miller Manual Labor School for Boys*, at Crozet, divides its instruction into 3 departments, primary, intermediate, and academic, the last 2 covering 3 years each. The studies embrace common and higher English, with civil engineering, physics, chemistry, Latin, and the modern languages. Manual labor is made prominent in agriculture, engineering, technical drawing and shop work, electric engineering, bee-culture, printing, and working in iron.

Hampton Normal and Agricultural Institute for colored and Indian youth, before noted, furnishes industrial training for boys in nearly all the useful employments, including farming, engineering, and horticulture; while the girls are taught sewing, knitting, nursing, cooking, laundrying, and general housework.

### EDUCATIONAL CONVENTIONS.

#### CONFERENCE OF SUPERINTENDENTS AND PRINCIPALS.

The conference of superintendents and principals of high schools held its third annual meeting at Richmond February 10-13, 1885, with Superintendent R. R. Farr in the chair. There were 80 superintendents present during the meeting, 70 of whom were at the opening session. At the close of the addresses of welcome and reply, General Armstrong, of the Hampton Institute, delivered an address on the "Education of Indians," after which Prof. George E. Little, of Washington, D. C., entertained the conference with a blackboard exercise in drawing. Among the other subjects brought forward for discussion were "Examination of teachers," "County superintendents, the life of a State school system," "Technical training in public schools," "County institutes," "The teacher and the teaching for public schools," "How to obtain pure air in the school-room," "Powers and duties of school superintendents with reference to the proper administration of school laws," "School supervision," "Aims and purposes of normal schools," "Duties of school trustees," "How conflicts between superintendents and district trustees are to be avoided," "Educational tendencies of the present time," "Rights and obligations of school teachers under the law," "Should the standard of professional certificates be raised and made uniform?" "Evening schools for mechanics," and "How text books should be used." Among the resolutions adopted by the conference was one indorsing the objects of the Virginia Teachers' Reading Circle, and of the Teachers' Literary Circle, and promising them cordial support.

At the closing session of the conference the superintendents manifested their appreciation of the earnest labors of State Superintendent R. R. Farr in behalf of the public school interests by presenting him with a beautiful silver tea service and a handsome ebony gold-headed cane. In closing his remarks Hon. W. H. Ruffner referred to this manifestation of the superintendents towards their chief officer, and said that it was pleasing to see the cordial relations existing between them and the State superintendent, and that their expression of esteem and confidence was a just tribute to a faithful officer.

The actual work of the public schools of the State was on exhibition at the conference. This was a new feature and excited general interest among the superintendents, teachers, and pupils. The senate chamber, in which the work was displayed, proved entirely inadequate for the purpose. The exhibition embraced maps of States, countries, counties, and districts; drawings of school buildings; diagrams on grammar, arithmetic, and Latin; literature charts, essays, specimens of penmanship, examination papers, histories of the public schools, specimens of needle-work, etc. Eighty-three counties were represented, and all but one of the cities.

#### CHIEF STATE SCHOOL OFFICER.

HON. RICHARD R. FARR, *State superintendent of public instruction, Richmond.*

[Term, March 15, 1882, to March 15, 1886.]



# WEST VIRGINIA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
White youth of school age (6-21)-----	219,548	226,029	6,481	-----
Colored youth (6-21)-----	8,637	9,316	679	-----
Whole number of school age-----	228,185	235,345	7,160	-----
White youth in public schools-----	161,665	171,413	9,748	-----
Colored in public schools-----	4,607	5,163	556	-----
Whole public school enrollment-----	166,272	176,576	10,304	-----
Whites in average daily attendance-----	99,225	101,360	2,135	-----
Colored in average daily attendance-----	2,787	3,293	506	-----
Whole average daily attendance-----	102,012	109,177	7,165	-----
Per cent. of school youth enrolled-----	72.87	75.02	2.15	-----
Per cent. of school youth in average attendance.	44.70	44.46	-----	.24
<b>SCHOOLS.</b>				
Public ungraded schools-----	4,122	4,283	161	-----
Public graded schools-----	125	144	19	-----
Public high schools-----	7	5	-----	2
Average length of term in days-----	100	96	-----	4
School-houses, frame or log-----	3,984	4,030	46	-----
School-houses, brick or stone-----	113	125	12	-----
Whole number of school-houses-----	4,097	4,155	58	-----
Number built during the year-----	167	53	-----	106
<b>TEACHERS.</b>				
Men teaching in public schools-----	3,036	3,239	203	-----
Women teaching the same-----	1,607	1,572	-----	35
Whole number employed-----	4,643	4,811	168	-----
Teachers who have had experience-----	1,433	2,064	631	-----
Teachers from State normal schools-----	862	1,019	157	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men-----	\$30 31	\$26 31	-----	\$4 00
Average monthly pay of women-----	30 52	26 31	-----	4 21
Whole expenditure for public schools-----	997,431	699,331	-----	298,100
Valuation of public school property-----	1,871,235	1,978,540	\$107,305	-----
Available school fund-----	514,159	549,258	35,099	-----

(From reports and returns of Hon. Bernard L. Butcher, State superintendent of free schools, for the two years above indicated.)

## STATE SCHOOL SYSTEM.

### ADMINISTRATION.

A State superintendent of free schools, elected quadrennially by the people, has general control of public school interests. Local schools are supervised by county school superintendents elected by the people for 2 years, by district boards of education, and by sub-district boards of trustees. District boards comprise a president and 2 commissioners. One of these holds for 4 years; the other is liable to change at the expiration of 2 years; he, or the one chosen in his place, then holding for 4 years, which is the sub-

sequent ideal term. This board appoints 3 trustees for each sub-district, to hold office for 3 years, with annual change of 1. The county superintendent and 2 high-grade teachers, whom he may nominate, constitute a county board of examiners for each county, to examine and license applicants for teachers' certificates.

#### SCHOOL FINANCES.

For the support of public free schools there is still levied annually a State tax of 10 cents on each \$100 of real and personal property, which, with the interest of the invested State school fund, the proceeds of forfeitures, fines, and an annual capitation tax, constitutes a general school fund, annually distributed among the counties in proportion to the number of youth of school age in each, as shown by the last enumeration.

To provide school-houses and pay other school expenses, there is a further annual tax in each district of not more than 40 cents on \$100; also an annual levy in each independent school district of not more than 50 cents on every \$100 of valuation for the payment of teachers' salaries within the district.

#### THE PEABODY FUND.

The State in 1884-'85 received \$2,500 from this source, with the stipulation that \$1,200 be used for teachers' institutes, \$1,000 for Nashville scholarships, and \$300 for normal schools.

#### CITY SCHOOL SYSTEM OF WHEELING.

##### ADMINISTRATION.

The city school officers of Wheeling are a board of education of 3 members from each sub-district, with a superintendent of the city school district, appointed by the board, who must have had at least 3 years' practice in graded schools before his appointment.

##### STATISTICS.

Wheeling for 1884-'85 had 10,053 children of school age, 5,000 enrolled in the public schools, 4,500 in average daily attendance, 107 teachers, and 16 school buildings, with 5,000 sittings for study.

##### ADDITIONAL PARTICULARS.

The schools, classed as primary, intermediate, grammar, and high, were taught 198 days by 6 men and 101 women, with one special teacher of German. The course of instruction from primary to grammar, inclusive, covers 12 years. The expenditures for the year amounted to \$65,894; receipts, \$69,260. Estimated enrollment in private schools, 800.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL STATE REQUIREMENTS.

Each county has an examining board, consisting of the county superintendent and 2 experienced teachers holding first-class certificates, nominated by him and appointed at a meeting of presidents of district boards.

Teachers, to be employed in the public schools, must present to the proper school officers certificates of their qualifications to teach schools of the grade for which they apply, duplicates of which must be filed with the secretary of the board of education of the districts in which the schools are located.

##### STATE NORMAL TRAINING.

The West Virginia State normal school at Marshall College, Huntington, with its branches at Concord, Fairmont, Glenville, Shepherdstown, and West Liberty, all present courses of 3 years in normal training, and nearly all offer preparatory courses. The schools at Huntington, Fairmont, Shepherdstown, and West Liberty give collegiate training. All present the common and higher English branches, with ancient and modern languages optional.

##### OTHER NORMAL TRAINING.

West Virginia College has a normal course of 3 years. In the first and second years the branches required to be taught in the public schools of the State receive particular attention; in the second year, English language, literature, and the physical sciences. The third year is devoted to collegiate studies and an exposition of pedagogics as a science and an art. Upon a satisfactory completion of the prescribed course, a normal diploma is given, and the degree of bachelor of pedagogics conferred. A model school is attached to the institution, which is divided into 3 grades—primary, intermediate, and grammar.

From the agent of the Peabody Fund, in 1884-'85, the State received \$1,000 for Nashville scholarships and \$300 for normal schools.

For statistics, see Table III of the Appendix.

Storer College, Harper's Ferry, for the education of the colored race, has, by arrangement with the State school authorities, up to 1884-'85 trained a considerable number of colored pupils for normal work in the schools of West Virginia. Whether the arrangement has been continued since that time does not appear at the time at which this Report goes to press.

#### TEACHERS' INSTITUTES.

The law requires that teachers' institutes shall be held annually, one or more in each county in the State, and teachers are required to attend in their respective counties. To defray the expenses of this instruction for its teachers the State makes an annual appropriation of \$500, and in 1884-'85 the Peabody Fund appropriated \$1,200 for this purpose. Thirty institutes were reported during the year, in 21 counties, showing an attendance of 1,873 teachers. As about 63 institutes are required each year, others not reported were probably held. Among those from which no official reports were received in season for notice were 2 for colored teachers, which are said to have been well attended.

#### EDUCATIONAL JOURNAL.

The *West Virginia School Journal*, published at Wheeling and edited by the State superintendent of free schools, is devoted to the educational interests of the State, and in 1885 was in its fourth volume.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The State report gives no definite information in respect to high schools. One is reported in a return from Wheeling, but no statistics are given. The number in the State has usually been small.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the Appendix; for summaries of them, see corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*West Virginia University*, Morgantown, arranges its studies in 10 independent schools, of which 8 are academic and 2 professional. The former are schools of ancient languages, modern languages, English, geology and natural history, metaphysics, agriculture, physics and chemistry, and history and mathematics; the latter, schools of law and equity, and of anatomy, physiology, and hygiene. A military department is connected with the university, giving a 4-years course of training. Under the laws of the State, 5 cadets may be appointed from each senatorial district by the regent of said district. These receive tuition, books, and stationery free. The degrees conferred on graduates are B. S., M. S., B. A., M. A., and B. L.

*Storer College*, Harper's Ferry, besides its 4-years academic course, has, as before stated, offered 3 years of normal training, with two grades of preparatory study. Whether this is continued does not yet appear. Girls in the college are taught needlework, and boys printing to a limited extent. The State has in the past aided the school with 18 scholarships, and it is supposed will continue at least this aid.

*Bethany College*, Bethany, and *West Virginia College*, Flemington, open alike to both sexes, present classical and literary courses, the former of 4 and the latter of 3 years. The former has also scientific and ministerial courses, and a special ladies' course; the latter, philosophical, normal, and commercial departments. Both of these colleges give special attention to vocal and instrumental music.

For statistics of colleges reporting, see Table IX of the Appendix; for a summary of statistics, see the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class reporting, see Table VIII of the Appendix; for a summary of statistics, see the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The State university provides facilities for scientific study. To obtain its degree of Sci. B., it requires diplomas in the schools of metaphysics, modern languages, English,



geology and natural history, agriculture, chemistry and physics, with mathematics; also certificates of proficiency in physiology and hygiene. The degree of Sci. M. requires diplomas in the schools of like studies with the above, but, of course, of higher grade. Substitutes for some of these studies are allowed.

Bethany College, Bethany, had, in 1882-'83, under the head of "scientific course," a 4-years school of mathematics and astronomy; another of mental and political philosophy and belles-lettres, with apparently briefer ones in moral philosophy, natural sciences and modern languages, all preparing for the Sci. B. degree.

For statistics, see Table X of the Appendix; for a summary, see a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in Bethany College, in a 4-years ministerial course, embracing the schools of sacred literature, Greek, Latin, mathematics and astronomy, natural science, mental and political philosophy and belles-lettres, and of sacred history and moral philosophy. The course leads to the degree of B. L.

**LAW.**—Legal training is offered in the State university, in a 2-years course of study, leading to the degree of B. L. The course embraces common and statute law, mercantile law, equity, evidence, and constitutional and international law.

**MEDICINE.**—Medical instruction is given in the State university school of anatomy, physiology, and hygiene, its aim being to teach anatomy thoroughly. Subjects for dissection are provided for the students. Physiology and hygiene are taught by specimens, the microscope, drawings, lectures, models, etc. Members of the class who give evidence at the final examination of successful study receive certificates of proficiency in the branches taught.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *West Virginia Institution for the Deaf and Dumb and Blind*, Romney, in 1884-'85 enrolled 75 deaf pupils and 30 blind. They were taught the common school branches, with cabinet making, printing, shoemaking, and tailoring for the former, and chair caning and broom and mattress making for the latter. The average time spent in the school by the pupils is 7 years. The institution owns 25 acres of land, valued, with buildings, etc., at \$80,000. State appropriation for the year, \$25,000; expenditure, \$22,956.

#### EDUCATIONAL CONVENTIONS.

##### WEST VIRGINIA EDUCATIONAL ASSOCIATION.

The State association met at Keyser, July 7-9, 1885, Hon. B. L. Butcher in the chair. The meeting was held in the commodious hall of the new school building, and was said to have been of the best ever held in the State. More than 100 teachers were in attendance, but some were not enrolled as members. An interesting paper on "Pestalozzi" was read by E. I. Hall, principal of Glenville Normal School, and was ably discussed by others. Mrs. N. Bayly, of Chicago, gave an instructive address, with illustrations, on "Object teaching." A paper was read the second day by Prof. U. S. Fleming on "Obedience," and one by Miss A. Abbott on "Primary teachers." "Civil service reform in our public schools" was discussed by Mr. J. N. David, who pointed out defects and recommended improvements. Addresses were delivered the third day by Hon. E. M. Turner, Dr. M. A. Newell of Maryland, and Hon. B. L. Butcher, the former State superintendent, after which the last named gentleman introduced his successor, Hon. B. S. Morgan, and the association adjourned.

#### CHIEF STATE SCHOOL OFFICER.

HON. B. L. BUTCHER, *State superintendent of free schools, Wheeling.*

[Term, March 4, 1881, to March 4, 1885.]

Succeeded by Hon. B. S. MORGAN.

[Term, March 4, 1885, to March 4, 1889.]

## WISCONSIN.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)-----	528,750	544,976	16,226	-----
Number between 7 and 15 years-----	286,542	289,035	2,493	-----
Enrolled in public schools-----	316,969	321,718	4,749	-----
Per cent. of school youth enrolled-----	59.94	58.70	-----	1.24
Average daily attendance-----	171,181	174,844	3,663	-----
Enrollment of youth 7 to 15-----	238,266	244,709	6,443	-----
Attending free high schools-----	7,689	7,761	72	-----
Enrolled in private schools-----	15,616	13,625	-----	1,991
In collegiate and normal schools-----	5,821	5,049	-----	772
In all classes of schools-----	338,403	340,392	1,986	-----
DISTRICTS AND SCHOOLS.				
School districts outside of cities-----	5,767	5,809	42	-----
Schools with more than one department-----	519	535	16	-----
Number of high schools-----	115	119	4	-----
Average term of city schools in days-----	192	190	-----	2
Volumes in district school libraries-----	30,985	28,071	-----	2,914
Number of public school-houses-----	5,951	6,033	82	-----
Built during the year-----	287	257	-----	30
TEACHERS.				
Number of men teaching-----	2,378	2,422	44	-----
Women teaching-----	8,251	8,444	193	-----
Whole number of teachers-----	10,629	10,866	237	-----
Teachers with first-grade certificates-----	199	234	35	-----
With second-grade certificates-----	666	711	45	-----
With third-grade certificates-----	7,835	7,736	-----	99
FINANCIAL STATEMENT.				
Average monthly pay of men in cities-----	\$98 23	\$105 72	\$7 49	-----
Of women in cities-----	35 81	38 54	2 73	-----
Monthly pay of men in counties-----	42 85	41 75	-----	\$1 10
Of women in counties-----	28 52	28 20	-----	32
Expenditure for public schools-----	2,964,861	3,300,455	335,594	-----
Amount of available school fund-----	-----	2,953,528	-----	-----
Permanent school fund-----	-----	a 4,646,841	-----	-----
Value of public school property-----	-----	6,132,635	-----	-----

a Includes permanent common school fund, \$2,838,739; university fund, \$225,673; agricultural college fund, \$285,448; and normal school fund, \$1,266,981.

(From returns of Hon. Robert Graham, State superintendent of public instruction of Wisconsin, for the years indicated.)

## STATE SCHOOL SYSTEM.

## ADMINISTRATION.

A State superintendent, elected biennially by the people, has general supervision of the public schools. Each county has a superintendent, and counties with 15,000 or more inhabitants may have 2 of these officers. Districts have boards of 3 directors. Towns which have adopted the township system have township boards consisting of the

clerks of the several sub-districts belonging to the township. Women are eligible to all school offices except that of State superintendent. Public schools must be non-sectarian, and free to all resident youth of school age (4-21). A census of such youth is taken annually by the district clerks. Children 7-15 years of age must attend school at least 12 weeks in each school year, unless their education has been otherwise provided for, or unless they are excused for specified cause. The public school system includes high and normal schools and a State university. There are also State institutions for the blind and the deaf, and a State reform school.

## SCHOOL FINANCES.

Public schools are supported from the income of a State school fund and from local taxation. The income of the State school fund is distributed annually to such towns and districts as send the required reports, showing that they have raised toward the support of common schools one-half the amount last appropriated to them from the State fund, and have maintained schools at least 5 months in the year, a 3-months term being accepted in extraordinary cases. School money is apportioned according to the school census.

## NEW LEGISLATION.

For the improvement and unification of local school supervision, State Superintendent Graham presented an important expedient which became a law in 1885. The statute provides that the State superintendent must hold annually at least 4 conventions for advice and instruction, and for consultation with county superintendents in regard to the supervision and management of public schools. It is made the duty of every superintendent to attend annually at least one of these conventions.

## SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

## STATISTICS.

1884-'85.

Cities.	Population, census of 1880.	Youth of school age.	Enrollment in public schools.	Average daily at- tendance.	Number of teachers.	Expendi- ture.
Appleton.....	a8,005	3,938	2,097	1,817	43	\$46,484
Eau Claire.....	10,119	.....	2,870	.....	46	39,537
Fond du Lac.....	13,094	5,407	2,123	1,477	45	21,540
Janesville.....	9,018	3,829	1,374	1,260	35	19,597
La Crosse.....	b14,505	6,298	3,191	2,282	54	48,344
Madison.....	10,324	3,802	1,871	1,535	37	24,610
Milwaukee.....	115,587	49,804	14,943	13,613	290	234,390
Oshkosh.....	c15,748	7,056	2,197	1,987	57	42,126
Racine.....	16,081	7,081	2,969	2,087	57	38,748
Watertown.....	d7,883	3,361	1,134	924	24	10,510

a Census of 1885, 10,903.

b Census of 1885, 21,212.

c Census of 1885, 22,067.

d From Commissioner's Report of 1883-'84.

## ADDITIONAL PARTICULARS.

The school age in all these cities is 4 to 20. All report graded schools, classed as primary, grammar, and high, covering from 11 to 13 years. Music, drawing, and classical studies are included, and teachers' meetings are held throughout the school year.

*Appleton*, with a small increase in school population, enrollment, and attendance, reported 10 more teachers and \$16,203 additional expenses. The schools were taught 176 days in 7 buildings, with a seating capacity of 2,450 pupils. School property was advanced in value from \$110,500 in 1883-'84 to \$142,100 in 1884-'85. Enrollment in private schools, 520.

*Eau Claire* public schools were taught 180 days in 13 buildings, containing 44 rooms with 3,000 sittings, valued, with other school property, at \$58,700.

*Fond du Lac* reported a falling off in school population, with a corresponding advance in enrollment and attendance, 5 more teachers, and a slight increase in expenditure. The schools were in session 200 days in 17 buildings, containing 24 rooms for primary schools, 13 for grammar, and 4 for high, aggregating 3,800 sittings for study. Public school property was valued at \$125,500. Enrollment in private schools, 600.

*Janesville* reports an increase in school population and in daily attendance, but a decrease in the enrollment in its public schools, with 4 fewer teachers. This decrease in enrollment is partly accounted for by the fact that 50 more children than in the year before were attending private schools, making in all 300. Public schools were taught 186 days



in 11 buildings, with 35 rooms and 1,605 sittings, valued, with all other school property, at \$100,000.

*La Crosse* reports increase in all points except expenditure, which was about \$10,000 less than in the preceding year. The public schools were held 196 days in 13 buildings, with accommodations for 2,628 pupils. School property was valued at \$133,000. Estimated enrollment in private schools, 1,273.

*Madison* reported advancement all along the line, holding its schools 185 days in 8 buildings, with 1,900 sittings for study, valued, with all other school property, at \$100,000. Enrollment in all private schools, 300.

*Milwaukee* includes kindergarten training in its city school system. The entire graded course covers 13 years, and music, drawing, and German are given throughout. A business course is offered to students beyond the eighth grade, embracing the ordinary English branches, elementary science, short-hand, type-writing, book-keeping, and letter-writing. The college preparatory course covers 3 years, and includes Latin, Greek, German, French, English studies, and the sciences. Special teachers employed in 1884-'85 were 1 in music, 1 in drawing, and 16 in German. Evening schools were taught in day-school buildings, and enrolled 1,200 pupils, with an average attendance of 700 boys and 150 girls. Schools were taught 192 days in 27 buildings, containing 16,070 sittings for study and recitation. Public school property was valued at \$863,800. Enrollment in private schools, 13,010.

*Oshkosh* in 1884-'85 showed an increase in youth of school age and in enrollment, with 1 more teacher, but expenditures were considerably less than in the preceding year. One school-house was added, making 10 in all, furnishing accommodations for 3,200 pupils, and valued, with all public school property, at \$102,500. A great difference is made in the salaries of the sexes teaching in the public schools, as the men receive an average annual salary of \$831, the women only \$384. The highest paid any man during the year was \$1,750; the highest paid any woman, \$650. The grades of instruction cover 10 years, closing with a full classical course, if desired. Public schools were in session 196 days during the year. Private schools enrolled 1,550 pupils.

*Racine* reported fewer youth of school age in 1884-'85, with a slight increase in enrollment and 2 more teachers. Public schools were taught 200 days in 8 buildings, containing 49 rooms, with 2,900 sittings for study, valued, with all school property, at \$112,000. Estimated enrollment in private schools, 963, occupying 9 rooms under 16 teachers.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL STATE REQUIREMENTS.

Teachers, to be legally employed in public schools, must have a certificate of qualification from their county superintendents or from the State board of examiners, unless they are graduates of one of the State normal schools, of the State university, or of some college in the State with equivalent courses of study; and no person may receive a certificate who does not write and speak English easily and correctly. Certificates granted by county superintendents are of three grades. For third-grade certificates, good for time specified by county superintendents, not to exceed a year, applicants must be examined in common school branches; for second-grade, good for a year, there are added grammatical analysis, physical geography, and elementary algebra; and for first-grade, good for two years, applicants must pass a satisfactory examination in all the foregoing, also in higher algebra, natural philosophy, and geometry. Each county superintendent establishes for his county, under the advice of the State superintendent, the standard of attainment which must be reached by applicants for the different grades of certificates. The board of examiners, which is appointed by the State superintendent, gives State diplomas good for 5 years and for life. The State superintendent also has power to grant diplomas to graduates of the university and of colleges, which hold good until annulled. Diplomas of graduates from the full 4-years course of the State normal schools, countersigned by the State superintendent, become unlimited State certificates after the holder has successfully taught one year.

### STATE NORMAL TRAINING.

The 4 State normal schools, located respectively at Oshkosh, Platteville, River Falls, and White Water, are sustained from the income of the State normal school fund and from tuition fees. Normal instruction in each school covers 4 years. All have primary, intermediate, grammar, preparatory, and training-school departments, and that at Oshkosh has a kindergarten class. Children are received into this department between the ages of 4 and 7 years, and are classified in 3 divisions. The aggregate number of pupils in the 4 schools in 1884-'85 was 2,045; of normal students, 1,199—an advance over the preceding year of 74 in the aggregate attendance, and of 259 in normal students.

The grounds and building provided by the city of Milwaukee at an expense of \$53,000 were presented by that city for a State normal school, and accepted by the board of regents, in June, 1835, to be opened for pupils the following September. Free tuition in all these schools is extended to normal students who declare their intention to follow the profession of teaching.

#### OTHER NORMAL TRAINING.

Normal instruction enters into the city school system of Milwaukee in connection with the 3-years high school course.

The *National German-American Seminary*, Milwaukee, offers a 3-years normal course, and in 1884-'85 had 17 students under 6 instructors. Vocal and instrumental music and drawing are taught, and a model school for practice teaching is connected with the institution.

The *Catholic Normal School*, St. Francis, has a 4-years course of normal training, and reports 101 male students under 5 instructors; 8 of these students graduated during the year, all of whom engaged in teaching. Music and drawing are taught. No model school attached.

*Milton College* has a teachers' course divided into elementary and advanced sections, each requiring 2 years for its completion.

A class in methods of teaching, meeting once or twice a week, was connected with Galesville University in 1884.

The *Kindergarten Training School*, Eau Claire, in 1884-'85 had 12 normal students in its 1-year course, of whom 4 were graduated and engaged in teaching.

#### TEACHERS' INSTITUTES.

The law provides for at least one State teachers' institute annually, to be conducted by the State superintendent, and for at least one institute in each county annually, held by the county superintendent. In the spring of 1885, teachers' institutes were held in 19 counties, with an aggregate attendance of 1,594 teachers. They are said to have been well attended, and very profitable. The time occupied by these institutes ranged from 2 days to 2 weeks.

#### EDUCATIONAL JOURNAL.

The *Wisconsin Journal of Education*, published at Madison and conducted by State Superintendent Graham and his assistants, is the organ of the State Teachers' Association and of the department of instruction. In 1885 it was in its fifteenth volume.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The State appropriates \$25,000 annually for the maintenance of free high schools; and any district establishing a high school according to law, and maintaining the same not less than 3 months in any school year, is entitled to receive from this fund annually one-half the amount actually expended for such instruction. High schools are maintained in the cities of Appleton, Berlin, Eau Claire, Fond du Lac, Janesville, La Crosse, Madison, Milwaukee, Oshkosh, Racine, and others, with classical courses of 3 or 4 years each, those of Madison and Milwaukee adding business courses. The State superintendent reports 119 high schools in the State, 4 more than in 1883-'84, with an enrollment of 7,761 pupils, an increase of 72.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the Appendix, and summaries in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Wisconsin*, Madison, with endowment from the State and from the Congressional grant for the benefit of agriculture and the mechanic arts, with an annual income of nearly \$30,000, and with grounds, buildings, and apparatus valued at \$400,000, receives an annual appropriation from the State, and gives its students free tuition, admitting both sexes on equal terms. Its 4-years collegiate department includes a college of arts and one of letters, the latter having an ancient and a modern classical course, each leading to its appropriate degree. In both courses Latin is required, the ancient classical also requiring Greek; the modern classical, German or French in place of Greek. A graduate course is also provided. Graduates of accredited high schools are received without further examination by the university into any of its courses for which they have been fitted.



The other institutions of collegiate rank are Lawrence University, Appleton; Galesville University; Northwestern University, Watertown; and Beloit, Milton, Racine, and Ripon Colleges. Beloit, Racine, and the university at Watertown are for young men only; the others are open alike to both sexes. All have preparatory departments, scientific and classical courses of study, and Lawrence University a commercial course of 2 years.

For statistics of colleges, see Table IX of the Appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of institutions of this class, see Table VIII of the Appendix, and the summary of it in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Instruction of this class is found in the State university, in its college of agriculture and mechanic arts, established by act of Congress in 1882, granting 240,000 acres of land to the State for the practical teaching of these sciences. Departments of agricultural chemistry, botany, mechanical engineering, and practical mechanics are included. The study of astronomy is amply provided for in the Washburn Observatory. The National Academy of Sciences has appropriated \$300 from the Bache Fund for the construction of an aurora spectroscope, which is to be loaned to the observatory.

Scientific courses of 2 to 4 years are found in Lawrence, Galesville, and Northwestern Universities, and in Beloit, Milton, Racine, and Ripon Colleges.

For full statistics of scientific schools, see Table X of the Appendix; for a summary, see a corresponding table in the report of the Commissioner preceding.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in the Mission House, Franklin (Reformed); in the Lutheran Theological Seminary of the Synod of Wisconsin; at Nashotah House, Nashotah (Protestant Episcopal); and in the Seminary of St. Francis (Roman Catholic). All report 3-years courses of study, and require an examination for admission.

For statistics and other information relative to these and other schools reporting, see Table XI of the Appendix; for a summary, see the report of the Commissioner preceding.

**LAW.**—Legal training is given in the law department of the State university in a 2-years course, the instruction being by reading, lectures, and moot courts. Applicants for admission who are not college graduates must be 20 years of age, and must pass a satisfactory examination in the ordinary English branches.

**PHARMACY** is taught in the State university in a 2-years course, the instruction comprising a series of lectures upon practical pharmacy, pharmaceutical and general chemistry, chemical physics, materia medica, and botany, all of which are illustrated by cabinet specimens, experiments, apparatus, and diagrams, with frequent reviews throughout the course. Graduates from a school of high standard, or who hold certificates of good standing and scholarship in a high school or college, and are at least 16 years of age, may be admitted without examination.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF.

The *Wisconsin School for the Deaf*, Delavan, a State institution, gives tuition, books, board, etc., free of charge to deaf mutes of the State who are between the ages of 8 and 21 years, and of sound mind, health, and morals. Instruction is given in the common and higher English branches, including anatomy, chemistry, natural history, and philosophy, with drawing, painting in oil and water colors, lip-reading, and oral speech; also baking, carpentering, printing, and shoemaking. The workshops are each under the charge of a competent foreman, and the work is said to be carried on with profit and success.

The *Milwaukee Day School for Deaf Children*, founded in 1833, and for some time under control of the Wisconsin Phonological Institute, became a public school, with special State aid, April 4, 1885. It had 11 pupils in 1884-'85, under 2 instructors. The common English branches are taught by the oral method alone. The income for the year is reported to have been \$2,200 from the Wisconsin Phonological Institute, and \$450 from tuition fees. Expenditure for the year was \$2,500.



The *Wisconsin Institution for the Education of the Blind*, Janesville, is supported by the State, no charge being made for board or tuition. Pupils are admitted between the ages of 8 and 21 years, and are given a good common-school education, specially adapted to their condition. A kindergarten is connected with the institution. Besides vocal and instrumental music, various trades and industries enter into the daily instruction, thereby fitting pupils to take an intelligent and useful part in the affairs of life. The number of pupils on the rolls October, 1884, was 64, under 11 teachers.

#### REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, for the moral, intellectual, and industrial training of youthful offenders between the ages of 10 and 16, was established under State control in 1860. Since that time 2,286 boys have been committed. The primary branches are taught, with such industries as boot and shoe making, sock-knitting, tailoring, and farming.

The *Wisconsin Industrial School for Girls*, Milwaukee, established in 1875, gives moral and educational training to girls under 16 and boys under 10 years of age, who are found in danger of falling into habits of vice and immorality; also to the stubborn and unruly, and to offenders under the above ages who have committed and been arraigned for any punishable offense. In 1884-'85 there were 45 boys and 127 girls, under 18 instructors, and 96 were discharged during the year. The parents of nearly all were illiterate, and all but 5 or 6 were native born. Since the institution was organized, 530 have been committed; and of the number discharged, nine-tenths are known to have become useful and orderly members of society. The common English branches are taught, with civil government and domestic economy. Instruction is also given in sewing and general housework.

#### EDUCATIONAL CONVENTIONS.

##### WISCONSIN STATE TEACHERS' ASSOCIATION.

The meeting of this association was held at Madison, December 29-31, 1884, President R. W. Burton in the chair. The first address was by Hon. L. A. Proctor, upon "The work of the Boys' Industrial School." Hon. Robert Graham, State superintendent, presented the report of the committee on "Arbor day," recommending that the governor of the State be requested to appoint a day in the spring of 1885 to be observed as Arbor day, which was concurred in. A paper by Professor Belfield, of the Chicago Manual Labor School, upon the "New education" was read; after which ensued a spirited discussion upon the course of reading in all grades of public schools. Prof. A. F. North followed with a paper upon "Courtesy," and President J. L. Pickard, of the Iowa State university, addressed the association upon "The increase of crime in the United States, and the relation of the schools thereto." Papers were also read upon "The duty of the school to the community," and "Oral instruction;" after which the committee on resolutions reported and the association adjourned.

#### CHIEF STATE SCHOOL OFFICER.

HON. ROBERT GRAHAM, *State superintendent of public instruction, Madison.*

[Second term, 1885 to 1888.]

**ALASKA.**

Dr. Sheldon Jackson, recently appointed United States general agent of education in Alaska, reports the schools for 1884-'85, as far as organized, in a flourishing condition under missionary supervision.

At Sitka, in the summer of 1884, the board of home missions of the Presbyterian Church secured a contract from the Commissioner of Indian Affairs for the enlargement of the native training and industrial school.

In September, 1884, the girls' industrial school at Fort Wrangell, with its 2 teachers, was removed to Sitka and consolidated with this school. Buildings were erected in the autumn and winter of 1884 to replace those burned the year previous. Central Hall, a 2½ story frame building, 130 by 50 feet, contains school-rooms, kitchen, dining-rooms, sewing-rooms, girls' dormitory, teachers' rooms, etc., occupied in January, 1885. On the completion of other buildings regular instruction was begun in carpentry and wood-work. Over 100 children were in the boarding department.

At Haines, 200 miles north of Sitka, an industrial school is reported with 25 to 30 boarding pupils and 75 day scholars, under 3 instructors.

The Hoonah Mission, 130 miles north of Sitka, had an attendance, during the winter of 1884, of 69 boys, 76 girls, and 74 adults, making a total of 219, under 2 instructors.

The school at Jackson, 533 miles south of Sitka, reported an attendance of 100 pupils. All the above schools are supported by Presbyterian missions.

At Fort Wrangell a small industrial school for boys is maintained by Mrs. S. Hall Young, from whom no statistics have been received.

No statistical report has been received from the Seal Islands, where the Alaska Company has schools, which their contract with the Government requires them to support.

**PUBLIC SCHOOLS.**

On March 2, 1885, the Secretary of the Interior assigned the duty of making provision for the education of children in Alaska to the United States Commissioner of Education. Although this act was too late to be available for the school year now closed, it promises an enlargement of school operations during 1886. This new work will require not only additional teachers, but also school buildings, furniture, books, etc., necessitating an increased appropriation.

As nearly as can be ascertained from the United States census of 1880, there are about 11,000 children of schoolable age in Alaska. This is, probably, under the real number, but is far in excess of any possible enrollment.

**CHIEF SCHOOL OFFICER.**

DR. SHELDON JACKSON, *general agent of education, Sitka.*

[Appointed April 10, 1885.]

## ARIZONA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)-----		10,220		
Enrolled in public schools-----	4,516	6,040	1,524	
Average daily attendance-----	3,237	4,232	945	
Per cent. of school youth enrolled-----		59.10		
Per cent. of same in average attendance-----		41.41		
SCHOOLS.				
Number of school districts-----	127			
Number of schools-----	121			
Number of school-houses-----	87			
Average term, in days-----	210	152		58
TEACHERS.				
Number of men teaching-----	61	56		5
Number of women teaching-----	82	92	10	
Whole number of teachers-----	143	148	5	
Necessary to supply the schools-----	127	137	10	
FINANCIAL STATEMENT.				
Average monthly pay of teachers-----	\$85	\$87 84	\$2 84	
Amount expended for public schools-----	161,862	107,879		\$53,983
Valuation of public school property-----	153,466	212,385	58,919	

(From reports of the territorial superintendents of public instruction, Hon. W. B. Horton and Hon. R. L. Long, for the years mentioned.)

## STATE SCHOOL SYSTEM.

## GENERAL CONDITION.

The vital points in the school work of the year show a clear advance on 1883-'84. The increase of only 5 in teachers comes from 5 men falling off and 10 women coming in. Arizona follows the example of the new Territories and many of the new States in paying the same wages to men and women teachers of the same grade, its average monthly pay being \$87.84, an increase of \$2.84 over that last reported. An advance of \$58,919 in the value of public school property is reported.

## ADMINISTRATION.

The educational interests of the Territory are cared for by a territorial board of education, of which the governor is president, and a territorial superintendent of public instruction is secretary, the treasurer of the Territory forming a third member. A concurrence of all the members of this board is necessary to the validity of its acts.

The board determines the regulations for the government of the public schools and school libraries; plans for the improvement of the territorial school fund; prescribes a uniform series of text books for the public schools, and the course of study to be pursued in them; grants educational diplomas valid for 6 years, or life diplomas on satisfactory evidence of 10 years' successful teaching, both revocable on proof of immoral conduct or evident unfitness for effective school work.

A school month is 20 days, or 4 weeks of 5 days each. The public schools must be open for all children in the district of legal school age (6-18). They are classed as pri-



mary and grammar schools, and must be taught in the English language, including in the branches taught elements of physiology, book-keeping, industrial drawing, and manners and morals.

A school session is not to exceed 6 hours a day, nor more than 4 for children under 8 years of age. No sectarian literature is to be admitted to the public schools, nor are they to be under the control of any religious denomination.

For more detailed information, see "New legislation" below.

#### SCHOOL FINANCES.

See "New legislation" below.

#### NEW LEGISLATION.

Amendments to the school law, passed March 12, 1885, added to the duties of the territorial board of education the devising of plans to increase the public school funds and the selection of a list of books for school libraries.

A territorial board of examiners was also provided for, to consist of the territorial superintendent and 2 persons appointed by him, to adopt rules of examination for territorial teachers' certificates, and to prepare questions for the use of county boards of examiners, whose pay is now limited to \$5 daily while in session.

The probate judge of each county is continued as *ex officio* county superintendent of public schools, to apportion school moneys, visit schools, *preside at institutes*,<sup>1</sup> and make reports. He may appoint a deputy, but may not pay him from the school fund.

Every county, city, or incorporated town is now made a school district (Pima County excepted), each district to have the former 3 trustees, elected for 1-year terms. Women are eligible, and may vote as previously, except in Apache and Graham Counties. The trustees elected must visit each school in their districts at least once a quarter, must maintain them an equal length of time, and, as far as possible, with equal privileges; must also provide paper, pens, ink, slate-pencils, and crayons for them, not to exceed yearly \$10 for each teacher.

A census-marshal in each district is still to take (apparently annually) a census of all school children (now made 6 to 18 years of age instead of the former 6 to 21), and to report them to the county superintendent, specifying those attending private schools, public schools, or no school. The clerk of a school district is now allowed to act as census-marshal, and has the further duty of keeping the school-house in repair and of providing the before-mentioned school supplies.

A school year is made to be from July 1st of one year to June 30th of the next, instead of from September to August, as before. The school month is still 20 school days. The prescribed school studies are unchanged, except that vocal music seems to have been dropped as a required branch.

Teachers are now to report monthly, instead of quarterly, and are also to make annual reports on blanks provided by the superintendent of public instruction.

The school tax for the territorial treasury is made 3 cents on each \$100, instead of the former 15 cents; and that for county school purposes is made specifically 75 cents on each \$100, instead of 50 to 80 cents. The ordinary time for keeping schools open is made 5 months instead of 3; and when the territorial and district school moneys will not meet all needs of instruction and buildings for that time, the voters may determine whether more shall be raised, and if so, how much.

### SCHOOL SYSTEM OF TUCSON.

#### SCHOOL STATISTICS AND OTHER EDUCATIONAL PARTICULARS.

Tucson sends no report to this Bureau since January, 1883, at which time the school buildings did not meet the growth of school youth, and a new one was soon to be erected which would furnish ample room. The enrollment was 318, an increase of 84 during the year. Schools were classed as primary, grammar, and high, the course covering 11 years, music and drawing entering into the first 8 years.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL REQUIREMENTS.

The law provides for county boards of examiners, consisting of the county superintendent and 2 other persons in the county appointed by the territorial superintendent. It is the duty of these boards (1) to examine applicants and issue county certificates, valid for 4 years, authorizing the holders to teach in grammar schools; also others valid for 2 years, authorizing to teach in primary schools; (2) to grant, without exami-

<sup>1</sup> An added duty.

nation, county certificates to holders of life and normal school diplomas; (3) to renew, on the same conditions, certificates previously issued by them, or granted in their county, the same to remain valid for the time for which the original ones were granted. They may also issue temporary certificates, valid until the next regular meeting of the county board, to such as may furnish evidence of experience in teaching, these to be given only once. Certificates may be granted only to those who pass a satisfactory examination in orthography, defining, reading, penmanship, physiology, natural philosophy, composition, arithmetic, algebra, geography, grammar, history of the United States, methods of teaching, and the school law of the Territory.

Applicants for second-grade certificates are not required to pass an examination in algebra, physiology, or natural philosophy.

#### TEACHERS' INSTITUTES.

The new law of 1885 provides that whenever the number of districts in any county is 10 or more the school superintendent may, at his discretion, hold at least one teachers' institute each year, which every teacher of a public school in the county must attend, unless good cause is shown for non-attendance, their wages to continue if the institute occurs while their schools are in session. The institute may continue not less than 3 nor more than 5 days.

The superintendents of 2 or more counties may hold a joint institute, the expenses to be apportioned among them, provided they do not exceed \$25 for each county.

### SECONDARY AND SUPERIOR INSTRUCTION.

#### SECONDARY.

With the exception of the high school at Tucson no provision for the higher education of the youth of the Territory is yet reported to this Bureau.

#### SUPERIOR.

Up to present writing no institutions of this class, either territorial or private, have been reported.

#### CHIEF TERRITORIAL SCHOOL OFFICER.

HON. R. L. LONG, *territorial superintendent of public instruction, Phoenix.*

[First term, from January 1, 1885, to January 1, 1887.]

# **DAKOTA.** **STATISTICAL SUMMARY.**

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (7-20)-----	77,499	87,563	10,064	-----
Enrolled in public schools-----	50,031	69,075	19,044	-----
Average daily attendance-----	32,520	43,517	10,997	-----
Per cent. of school youth enrolled	64.55	78.88	14.33	-----
Per cent. of same in average attendance.	41.96	49.70	7.74	-----
<b>DISTRICTS AND SCHOOLS.</b>				
Organized school districts-----	1,042	1,062	20	-----
Number of graded schools-----	69	291	222	-----
Ungraded schools-----	1,930	2,938	1,058	-----
School-houses-----	1,921	2,745	824	-----
Built during the year-----	785	895	110	-----
School townships-----	567	781	214	-----
Average time of schools in days-----	101	99	-----	2
<b>TEACHERS.</b>				
Men teaching in public schools-----	863	1,234	421	-----
Women teaching in the same-----	2,048	2,861	813	-----
Whole number of teachers-----	2,911	4,145	1,234	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men teaching-----	\$38 43	\$38 23	-----	20
Average monthly pay of women-----	31 72	31 29	-----	43
Expenditure for public schools-----	1,306,879	1,814,212	\$507,333	-----
Valuation of public school property-----	1,689,653	2,187,850	498,192	-----

a The returns for 1883-'84 cover the 15 months ending June 30, 1884.

(From the report of Hon. W. H. H. Beadle, territorial superintendent of public instruction, for the two years indicated.)

## **TERRITORIAL SCHOOL SYSTEM.**

### **GENERAL CONDITION.**

The statistics reported present increase in nearly all the items, which indicate effective school work. Large additions to the teaching force helped to increase the expenditure for schools, although the salaries of both sexes were reduced. This reduction and a decrease of 2 days in school session are the only backward steps reported. A large increase in school-houses added \$694,660 to the expenditures, this amount being \$194,579 greater than the entire sum paid for teachers' wages. The great number of additional school buildings gives the children a less distance to travel to and from their schools and enables teachers to secure greater punctuality. During the year covered by this report nearly 79 per cent. of the school population attended school, a noble record for a Territory, and especially a noble one for a Territory still so young. To secure good teachers 2 normal schools have been established, one at Madison, doing good work, the other at Spearfish, which was just beginning work. There are also several efficient high schools so well established that classes graduate from them annually.

### **RELATIVE PROGRESS.**

The report of Superintendent Beadle for 1883-'84 appeared remarkable in showing that this young Territory led several of the States in expenditure for public schools.



But now Superintendent A. S. Jones claims that, in this respect, Dakota leads 22 of the great States that are of much older date than it, several of these States not expending for school purposes one-half as much as Dakota; while, as respects accommodations for school children, it is claimed that it leads 22 again, having had in 1884-'85 a school house for every 151 of population, the States surpassed by it coming in the following order: Kansas and New Hampshire each 1 school-house for 156 of population; Minnesota, 1 for 167; Indiana, 1 for 204; Wisconsin, 1 for 221; Florida and Michigan, 1 for 232; Missouri, 1 for 247; Kentucky, 1 for 252; Ohio, 1 for 255; Illinois, 1 for 256; South Carolina, 1 for 305; Pennsylvania, 1 for 323; Tennessee, 1 for 326; Colorado, 1 for 370; Connecticut, 1 for 375; New York, 1 for 426; North Carolina, 1 for 544; Arkansas, 1 for 552; New Jersey, 1 for 714, and Texas, 1 for 1,106.

In the part of the Territory known as South Dakota there was in 1884-'85 a school-house for every 132 people; in North Dakota 1 for every 202; the latter leading all the above-named States but 4, the former leading nearly all the United States.

In permanent school property, valued at \$2,187,850, 15 of the States are said to be outranked, and in the number of teachers employed 14 were surpassed.

#### ADMINISTRATION.

Educational affairs are in the hands of a superintendent of public instruction, appointed biennially by the governor and confirmed by the legislature; of county superintendents, chosen biennially by the people, women being eligible; and of township boards of 3 members, elected for 3 years, with annual change of 1. The duty of these boards is to provide buildings, employ teachers, regulate schools, and disburse the funds of their townships. The school census must be taken annually. The Bible may not be excluded from any public school, nor deemed a sectarian book, and the law requires that the highest standard of morals be taught. School attendance is compulsory on all children 10 to 14 years of age for at least 12 weeks in each school year, 6 of which weeks must be consecutive, unless such children are excused by the school authorities for good reasons.

#### SCHOOL FINANCES.

Taxation is of two kinds: (1) a county tax of \$1 on each elector, and of 2 mills on each \$1 of taxable property, to be distributed in proportion to school population; (2) a local tax, not to exceed 3 per cent. of the taxable property of the district in which it is levied. The general tax, or public fund, as it is called, is increased by penalties of various kinds, and is distributed according to the ratio of school youth in each school corporation.

#### CITY SCHOOL SYSTEM OF YANKTON.

##### ADMINISTRATION, STATISTICS, AND ADDITIONAL PARTICULARS.

The *Yankton* schools are under the supervision of a board of education, including a secretary and treasurer. A visiting committee is appointed, to whom appeals may be made from the decisions of the board. Corporal punishment may not be administered by any teacher until the case has been reported to the secretary of the board.

The present population of the city is about 4,500. The people are noted for their intelligence, enterprise, and thrift, education securing from them attention proportioned to its importance. Great liberality is displayed in providing school facilities. Six school buildings, including a high school, are said to be models of comfort and convenience, and furnish ample room for the 1,000 youth enrolled. The course of study is divided into the usual 12 grades, one for each year, the primary, grammar, and high school departments each occupying 4 years. The text-books, as well as the studies, are prescribed by the board of education. Nothing of a sectarian or partisan character is allowed.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL TERRITORIAL REQUIREMENTS.

The law authorizes county superintendents to issue three grades of certificates to persons over 18 years of age, who are found, upon examination, to be qualified to teach; the first grade good for 2 years, the second for 18 months, and the third for one year. County superintendents may issue probationary certificates, good for 6 months, to persons not found qualified. Besides these, the territorial superintendent may issue certificates valid for 5 years to graduates of normal schools, or to persons who have established themselves as teachers of special merit.

During the year there were issued to teachers 2,901 certificates, 398 of the first grade, 856 of the second, 1,161 of the third, and 486 probationary. Of the applicants for teachers' certificates, 404 were rejected.

## TERRITORIAL NORMAL TRAINING.

The territorial normal schools at Madison and Spearfish, with elementary and advanced courses, report an aggregate of 153 pupils studying with a view to teaching. Length of course not defined.

The *University of Dakota*, Vermillion, offers a 4-years course of normal training, and students qualified to teach at the close of the first or second year receive a certificate to that effect. Those who complete the full course of 4 years and pass the examination creditably receive diplomas conferring the degree of bachelor of didactics. The studies include the common and higher English branches, with astronomy, chemistry, geometry, land measurement, mental science, civil government, and lectures upon the science and art of teaching.

The University of North Dakota has a normal department, course not defined.

## OTHER NORMAL INSTRUCTION.

*Pierre University*, organized in 1883, presents a 3-years course of normal instruction, including astronomy, botany, chemistry, physics, physical geography, logic and rhetoric, geology, and methods of teaching.

The Agricultural College, Brookings, has a normal department, course not defined.

## TEACHERS' INSTITUTES.

The law requires institutes to be held, conducted by teachers employed or designated by the territorial superintendent, and \$600 are annually appropriated for this purpose. Of this fund, not more than \$60 may be paid for the expenses of any institute in a year, such institute to continue in session 2 weeks. Two or more counties may be grouped into one institute, and \$80 be appropriated for its use. Every applicant for a county teachers' certificate must pay \$1, which is added to the institute fund of the county where it is given. In 1884-'85 there were 38 county institutes held; fees received for them, \$2,961.

## EDUCATIONAL JOURNALS.

The *Dakota School Journal*, published at Blunt by Mr. Henry Hoffman, appears to be the only medium of educational information for the Territory, and gives much matter of general use. It was in its first volume in 1884-'85.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

The law permits such schools to be established and maintained, subject to the will of the township voters. In 1884-'85 there were 291 graded schools reported in the Territory, also several very efficient high schools. The course of instruction in the Yankton high school occupies 4 years, and includes the higher English branches, with chemistry, book-keeping, physics, and Latin.

## SUPERIOR INSTRUCTION.

## COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Dakota*, Vermillion, organized in 1883, has preparatory and collegiate departments, the former covering 3, the latter 4 years, of 36 weeks each. Each department embraces classical, scientific, and literary courses. Vocal and instrumental music are taught, and normal training is provided for in a 4-years course. For 1883-'84 and 1884-'85 the legislature appropriated \$51,000 for the institution. The school had a library of 480 volumes. Valuation of all property belonging to the university, \$65,000.

The *University of North Dakota*, Grand Forks, was chartered in 1883, and received from the legislature \$30,000 as a building fund. Like the above, it is designed to supply the usual university courses, and, like that, has established preparatory, collegiate, and normal departments.

*Pierre University*, East Pierre, first organized in 1883 as the Presbyterian University of South Dakota, has preparatory and collegiate departments, the former of 3, the latter of 4 years. Both departments have classical and scientific courses, with elective studies for each. After completing the first year of collegiate study, ladies may, for Greek and mathematics, substitute music and painting. A 3-years course is provided in vocal and instrumental music. Drawing, painting, and book-keeping are taught, as well as normal methods in teaching. Gifts and bequests were made during the year to the amount of \$19,500. School property was valued at \$40,000.

*Yankton College* (Congregational), established in 1881, reported in 1884 property worth

\$25,000, and in 1884-'85 had 122 students, 12 of them in collegiate classes, under a faculty of 7 professors.

For statistics of these and like institutions reporting, see Table IX of the Appendix.<sup>1</sup>

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Dakota Agricultural College*, Brookings, reported 240 pupils in all its departments, under 6 instructors. Courses of agriculture and domestic economy, and civil and mechanical engineering, are provided; also a literary course, in which prominence is given to science and general literature. The degrees of Sci. B., B. C. E., and B. M. E. are conferred upon graduates of the proper departments.

The *School of Mines*, Rapid City, opened in 1885, has a technical course of study, including chemistry, metallurgy, geology, mining, milling, engineering, mathematics, mechanics, drawing, and the fundamental laws of the United States. This school, like the agricultural college, is free to all residents of Dakota of proper age and qualifications.

### SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF.

*Dakota School for Deaf Mutes*, Sioux Falls, founded in 1880, reported 28 boys and 9 girls, under 2 instructors. The common English branches are taught, with articulation to a limited extent. The institution owns 10 acres of land, and agriculture appears to be the only industrial training provided. The Territory appropriated \$16,000 for 1884-'85; income from other sources, about \$5,040. Expenditures, \$5,040. Valuation of school property, \$39,000.

### OBITUARY NOTE.

June 5, 1885, at Vermillion, Dakota, Hon. John Wesley Simonds departed this life. A native of Franklin, N. H., he became a teacher, and rose through the various grades of school life to the superintendency of the public schools of his native State, holding this position from 1871 to 1873 by his first election, and for the larger part of a second term, from February, 1874, to August, 1876, by special election to succeed Hon. Daniel S. Beede. How employed afterwards does not appear till September, 1883, when he became president of the University of Dakota, where he seems to have done excellent work until his death, thoroughly organizing the departments of instruction and greatly increasing the attendance.

### CHIEF TERRITORIAL SCHOOL OFFICER.

HON. W. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Third term, 1883 to 1885. Then succeeded by Hon. A. Sheridan Jones.]

---

<sup>1</sup>Information comes of a university at Mitchell, opened September, 1885, under the auspices of the Methodist Episcopal Church.



## DISTRICT OF COLUMBIA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of the District.....	a177,625	b203,459	-----	-----
Total school population (6-17).....	a43,537	a43,537	-----	-----
Colored school population.....	a11,938	a11,938	-----	-----
Total enrollment in public schools.....	30,388	28,659	-----	1,729
Colored enrollment.....	9,167	9,486	319	-----
Average daily attendance.....	22,318	23,296	978	-----
Colored in daily attendance.....	6,895	7,191	296	-----
Enrolled in private schools.....	4,000	-----	-----	-----
SCHOOLS.				
Number of sittings.....	25,076	-----	-----	-----
Average time of schools, in days.....	189	185½	-----	3½
TEACHERS.				
Number of men teaching.....	56	58	2	-----
Number of women teaching.....	469	507	38	-----
Colored teachers.....	154	162	8	-----
Total number of teachers.....	525	565	40	-----
FINANCIAL STATEMENT.				
Average monthly pay of white male teachers.....	-----	\$86 90	-----	-----
Of white female teachers.....	-----	61 06	-----	-----
Of colored male teachers.....	-----	127 78	-----	-----
Of colored female teachers.....	-----	57 14	-----	-----
Expenditure for public schools.....	\$559,697	581,535	\$21,838	-----
Value of public school property.....	1,296,355	1,390,666	94,311	-----

a Census of 1880.

b Police census of 1885.

(From returns of Hon. W. B. Powell, superintendent of public schools, and G. F. T. Cook, superintendent of colored schools, for the 2 years indicated.)

## DISTRICT SCHOOL SYSTEM.

## GENERAL CONDITION.

No report of the condition of the public schools of the District is at present printed. The statistics, as presented by returns, show a generally well proportioned increase, although there was a falling off in the length of the school term and in the number enrolled. No statistics are available as to private schools, therefore the number of youth of school age under instruction can not be given. Public school property was largely increased in value. Ten months constituted the school year. The income for all the public schools for 1884-'85 was \$526,575.

## ADMINISTRATION.

The absence of suffrage in the District of Columbia places the choice of the 9 members of the board of trustees, which is the educational authority, in the hands of the commissioners of the District. This board annually selects 2 superintendents (1 white, 1 colored), as its chief executive officers, and chooses supervising principals, to act under the supervision of these superintendents. Through its committee on teachers, the board

of trustees also appoints an examining board, composed of the 2 superintendents and an undefined number of supervising principals and principals of public schools. To assign each superintendent to his proper field of action, the public schools have been formed into 8 divisions, the first 4 comprising the schools for whites in Washington: the fifth, like schools in Georgetown; the sixth, the rural schools for both races—over all of which one of the superintendents exercises authority: the seventh and eighth, comprising the schools for colored youth of Washington and Georgetown, are under the control of his colleague. The school age is 6–17. The schools are all graded, with a few exceptions among the rural schools, and each race is taught by instructors of its own color.

#### SCHOOL FINANCES.

To support the school system, Congress makes an annual appropriation, one-half of which is taken from the amount raised by local taxation, and the other from the public funds of the United States.

### PREPARATION AND QUALIFICATIONS OF TEACHERS.

#### REQUIREMENTS AND GRADING.

The board of examination is composed of the two superintendents and an undefined number of principals of public schools. As the result of examinations, a first-class certificate is sufficient evidence of the qualifications required for teaching in any school from the first to the third grade, inclusive; a second-class certificate, for any school from the first to the fifth grade, inclusive; a third class, from the first to the seventh grade, inclusive; a fourth-class certificate, from the first to the eighth grade, inclusive; for all other positions the examinations and certificates are special. Teachers holding first and second class certificates must be at least 18 years of age; all others not less than 21.

#### DISTRICT NORMAL TRAINING.

There are 2 normal schools, for white and colored teachers respectively, connected with the public school system. The number of students is limited to 30, selected from the female graduates of the high schools in the District. Each candidate must be at least 18 years of age, and, besides passing the required preliminary examination satisfactorily, must declare her intention to complete the prescribed course of study, and, after graduation, to teach at least 2 years in the public schools of the District. The course of study in these normal schools is strictly professional, and limited to 1 year, divided into 4 terms. The studies include psychology, didactics, pedagogics, methods of instruction, observation lessons, natural history, physical and vocal culture, hygiene, and vocal music, with actual teaching for 1 month in the training schools established for this purpose.

#### OTHER NORMAL TRAINING.

*Wayland Seminary*, organized by the Baptist Church in 1865, for colored students, had 61 young men and 45 young women under normal instruction in 1884-'85. The first year of the course includes the common school branches; the second adds book-keeping and botany; and the senior year is devoted to higher studies, with chemistry, natural philosophy, political economy, and the government class-book. A class in elocution meets weekly. Students desiring to take a partial course are assigned to the classes they are prepared to enter.

*Howard University* reports a 3-years course of normal training, in which, in 1884-'85, were 154 students.

Two kindergarten training schools are reported—the Froebel Institute, under the direction of Mrs. Louise Pollock, and the Garfield Kindergarten Training School, conducted by Mrs. Anna B. Ogden.

For statistics, see Table III of the Appendix.

### SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The Washington High School (for both sexes) has 3 leading courses of study, academic, scientific, and business, each covering 3 years, but no one of these courses is in every part compulsory. Subject to the hour plan of recitation, pupils may, with approval of parents or guardians, determine their own course of study. The studies of the high school embrace mathematics, physics, chemistry, natural science, business training, English, German, Latin, Greek, history, and political science. Regular and special elective courses in drawing are provided, and for the third year students may elect from instrumental drawing, free-hand drawing and design in colors, exercises in composition, recitation, or reading. Drawing and vocal music extend through the entire course.



The school library numbers over 3,000 volumes, books being arranged and catalogued by subjects for easy reference. All books except encyclopedias and similar works of reference may be borrowed by pupils.

The high school for colored youth was in operation during the year, but no report of it has been furnished.

#### OTHER SECONDARY SCHOOLS.

Statistics of business colleges, private academies, independent preparatory schools, and preparatory departments of colleges and scientific schools may be found, as far as reported to this Bureau, in Tables IV, VI, VII, IX, and X of the Appendix; summaries of them, in corresponding tables in the report of the Commissioner preceding.

### SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Columbian, Georgetown, and Howard Universities, in 1884-'85 continued their 4-years collegiate courses, Columbian devoting 4 years to preparatory training, and each of the others 3 years. The National University exists at present in its law course only. In the collegiate department of *Columbian University* the regular course of instruction is divided into schools of English, Greek, Latin, modern languages, mathematics, natural history, and philosophy. The university has also schools of law and of medicine. Degrees were conferred on 111 graduates during the year.

*Georgetown University*, besides classical and scientific collegiate courses, has schools of medicine and of law, and a post-graduate course which includes the fundamental principles of civil, political, and international law, the history of philosophy, and special branches of science. The college library contains 30,000 volumes, many rare and ancient works being among them. The philosophical cabinet and chemical laboratory are well equipped; and the astronomical observatory, besides being provided with instruments, has a library of 500 volumes on astronomy, mathematics, and physical science. Degrees were conferred in 1884-'85 on 63 graduates.

The instruction in *Howard University* comprises collegiate, normal, theological, and medical courses, with law, pharmacy, and dentistry. An industrial department is provided, and all students in the preparatory and normal classes are required to attend at specified hours; those of the other departments are encouraged to do so. The branches taught are tin and iron work, carpentry, printing, shoemaking, and tailoring, with cooking and sewing for the girls.

The *National Deaf-Mute College*, Kendall Green, presents, with preparatory training, a collegiate course of 5 years of 36 weeks each, leading to the degrees of A. B., Sci. B., Ph. B., A. M., Sci. M., and Ph. D. This institution was incorporated in 1857, and is sustained by the Government and the pay from pay pupils. Deaf-mute children of the District of Columbia and of the Army and Navy receive free education. The range of study was extended in 1864 to embrace a college course, and the institution was divided into 2 departments, giving the advanced one the title of National Deaf-Mute College, while the preparatory school still retains the old name of the Columbia Institution. This is the only college for deaf mutes in the United States, and students may here receive a thorough course of intellectual training in the higher walks of literature and the liberal arts. A well selected library of 2,600 volumes belongs to the college, to which additions are made annually. The college property is valued at \$650,000; amount appropriated by Congress in 1884-'85 for the support of the institution, \$58,000.

*Gonzaga College* (Roman Catholic) reports 2 courses of study covering 8 years. The 2 departments are the collegiate course proper, including the Greek and Latin classics, and the non-classical course, embracing English language and literature, mathematics, and the natural sciences. Penmanship and short-hand are taught, as well as military drill.

For statistics of colleges reporting, see Table IX of the Appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

### SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Corcoran School of Science and Arts* of the Columbian University presents general and special courses of study occupying 4 years. The general course embraces studies leading to the degrees of Sci. B., and of civil, mechanical, and mining engineer, etc. Among the studies of the special course are practical astronomy, electrical engineering, architecture, geodesy, analytical chemistry, metallurgy, assaying, and drawing in all its branches.

Georgetown University and the National Deaf-Mute College present scientific courses,



each covering 3 years. The degree of bachelor of science is conferred on those who pass satisfactory examinations in the branches studied. Graduates from the Deaf-Mute College who have made satisfactory progress in science, philosophy, literature, and the liberal arts, on furnishing good evidence of the same to the faculty, receive the degree of master of science.

#### PROFESSIONAL.

**THEOLOGY.**—Theological instruction is given in Howard University in a well organized 3-years course, including Hebrew and Greek. This department is non-sectarian, and is sustained by the American Missionary Association and the Presbytery of Washington. For 1884-'85 there were reported 50 students in the course, of whom 14 were unclassified.

**LAW.**—Legal training is provided in the law departments of Georgetown, Columbian, Howard, and National Universities. The course of study for each is divided into 3 periods of one year each; the first, or junior year, is given to the study of real and personal property, contracts, and negotiable instruments; the second, or senior year, to evidence, pleading, equity, jurisprudence, and the law of torts. A post-graduate course of one year in each case includes the studies of commercial and mercantile law, applied evidence, and practice. The degree of L. B. is conferred at the end of 2 years, and that of L. M. on completing the post-graduate course, provided students pass a satisfactory examination. This last course is necessary to full legal practice in the District of Columbia.

The *Law Library* at the United States Capitol contains over 50,000 volumes, and, by the operation of the copyright law and the outlay of an annual appropriation, is constantly receiving new acquisitions, thus being kept in a state of completeness. Students of the before-mentioned universities have free access to this library for 7 hours each day, and the privilege is largely availed of.

**MEDICINE.**—The National Medical College, a department of Columbian University, and the medical departments of Georgetown, Howard, and National Universities, present the usual courses of 3 years of from 20 to 30 weeks each. The course in Georgetown is graded; for the others such a course is recommended, but not required. For admission to either of these schools there must be proof of fitness; only graduates from colleges, high schools, and academies are exempt from a preliminary examination. For graduation students must be at least 21 years of age, of unblemished character, must have attended the required 3 years of study, including 3 courses of lectures, dissections, etc., and pass a satisfactory final examination on all the branches taught in the course. In 1884-'85 the aggregate number of matriculates in these schools was 215, of graduates, 51.

For further information see Table XII of the Appendix.

**PHARMACY.**—The National College of Pharmacy, with annual sessions of about 32 weeks, requires for graduation 2 years of study in practical and analytical chemistry and toxicology, pharmacy, materia-medica, and botany. These lead to the degree of doctor of pharmacy.

**DENTISTRY** is taught, in all its branches, in the dental departments of the National and Howard Universities.

#### SPECIAL INSTRUCTION.

##### EDUCATION OF THE DEAF.

The *Columbia Institution for the Deaf and Dumb*, Kendall Green, including the National Deaf-Mute College already noticed, in 1884-'85 had 45 students in the college department and 106 in the institution. Preparatory and collegiate training is provided, with articulation and cabinet making for the lower department. In the institution there are 20 girls, but none in the college.

*A. Graham Bell's School for Deaf Children*, founded in 1883, in 1884-'85 had 6 pupils, under 2 instructors, in articulation and the common English branches of study. The school is controlled by Alexander Graham Bell, and is maintained by private contributions.

##### EDUCATION OF THE BLIND.

The District of Columbia provides instruction for this class of children in the Maryland Institute for the Blind, Baltimore, where, in 1884-'85, there were 7 pupils from the District.

##### INDUSTRIAL HOME SCHOOL.

The *Industrial Home School* of the District, for poor children of both sexes, maintains 2 schools on the premises, under public school regulations, the pupils being all members of the Home. To promote general habits of industry, the boys are trained in the carpenter's shop, the greenhouse, and the garden, and the girls in all kinds of housework and in sewing.

## INDUSTRIAL AND REFORMATORY TRAINING.

The *Reform School* of the District for incorrigible and vicious boys, in 1884-'85 had 250 inmates, of whom 87 were admitted during the year. The oldest boy received was 17 and the youngest 7 years of age. The superintendent says, with respect to separating and classifying the boys, that the school sessions of each family are held in their respective buildings, the ordinary branches of a common school education being taught. Chair-caning is productive of the largest income, and more boys are employed at this work than in any other single industry. The smaller boys perform this work almost entirely, while the larger ones work on the farm, in the shoemaking and tailoring departments, and in the laundry, bakery, and kitchen.

## BUSINESS EDUCATION.

The *Spencerian Business College*, Henry C. Spencer, principal, aims to give to young men and women a practical business education, which will qualify them to successfully perform the active duties of life. This instruction includes rapid writing and calculations, correspondence, book-keeping, business practice, commercial law, political economy, stenography, and type-writing. Day and evening sessions are held, and the full course occupies one year.

## INSTRUCTION IN LANGUAGES.

The Berlitz School of Languages gives instruction in Washington in a considerable number of the different European tongues; Professor H. Larroque, a graduate of La Sorbonne, in French, and Miss Rosa Poesche in German and French. These languages are also taught in all the higher schools of the District and by many private teachers, as well as in the city high school.

## EDUCATIONAL CONVENTIONS.

## TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the normal school for white students meets once a month, to compare experiences in government and teaching.

## CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON,<sup>1</sup> superintendent of public schools for white pupils in Washington and Georgetown, and of the schools for both races in the rural districts, holds office till 1885.

Hon. GEORGE F. T. COOK is superintendent of the public schools for colored pupils in Washington and Georgetown.

---

<sup>1</sup>Succeeded in August, 1885, by Hon. W. B. Powell.

## IDAHO.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)-----	13, 140	15, 399	2, 259	-----
Enrolled in public schools-----	a8, 287	10, 037	1, 750	-----
Per cent. of school youth enrolled----	63. 06	65. 17	2. 11	-----
DISTRICTS AND SCHOOLS.				
Number of school districts-----	b238	273	35	-----
Number of school-houses-----	c166	205	39	-----
Number of schools-----	d180	248	68	-----
FINANCIAL STATEMENT.				
Average monthly pay of teachers-----		\$61 53		-----
Expenditures for public schools-----	\$89, 914	123, 368	\$33, 454	-----
Amount paid for teachers' salaries-----		76, 302		-----

a Nine districts not reporting.  
b One district not reporting.

c Fifty-five districts not reporting.  
d Twenty-one districts not reporting.

(From reports and returns of Hon. James L. Onderdonk and Hon. Silas W. Moody, territorial superintendents of public instruction, for the 2 years indicated.)

## TERRITORIAL SCHOOL SYSTEM.

## GENERAL CONDITION.

The above statistics show progress and improvement in every point. In several newly-formed districts the citizens have contributed liberally towards the erection and equipment of new school-houses, both by subscription and labor. No statistics are available as to the number of teachers. Their pay compares favorably with that of teachers in the States and other Territories, and leads many of them in this respect. By the abrogation of third-grade county certificates, a move has been made in the direction of raising the standard of qualifications. As the law directs, each county in the Territory has adopted a uniform series of text books, and the teachers, through the superintendent, express themselves highly gratified at the change, and regard it as a material aid to their work. Two public libraries are maintained in the Territory, one at Ada, the other in Center County. The former has 800 volumes; number in the latter not reported. In view of the fact that to the majority of the school youth a college education is unavailable, the territorial superintendent strongly recommends that an industrial or technical school be established, and located in some central place in the Territory.

## ADMINISTRATION.

The territorial controller is *ex-officio* superintendent of public instruction, and county auditors are *ex-officio* county school superintendents. Each county has a board of examiners, and each district a board of 3 trustees. Schools cannot be sustained from the public school fund if any political or sectarian doctrines be taught therein, and the distribution of books, tracts, or documents of this character in them is forbidden by law.

## SCHOOL FINANCES.

The public schools are sustained from the income of a general territorial school fund, from a county tax of not less than 2 nor more than 8 mills on \$1, from moneys arising from legal fines and forfeitures, and from fees paid by teachers for certificates of qualification. The basis of distribution of the school money is the number of children of school age (5-21). Districts may levy special taxes for building or repairing school-houses, and, when the cost of repairs does not exceed \$25, the trustees may levy a tax, to be collected from such patrons of the school as are able to pay.



## NEW LEGISLATION.

An act of the territorial legislature, approved February 5, 1835, continues the territorial controller as *ex-officio* superintendent of public instruction; requires counties containing more than 5 school districts to elect a county superintendent for a 2-years term, to hold examinations of teachers, visit schools, preside over institutes—with concurrence of county commissioners, adopt text books, and make annual reports. Elections for trustees of school districts are to be held annually, as before, but under the new law 3 are to be chosen in each district at a first election, and subsequently 1 annually for a 3-years term, in place of an outgoing one. These trustees are, under the former rule, to visit their schools at least once a month. Teachers of public schools must now hold certificates from their county superintendents, instead of the former county school examiners, and these must be valid for the time of their engagement; but any one that has taught successfully for 5 years in the Territory is not to be required to undergo any further examination in the county where such service has been performed. Territorial certificates, good for 5 years, may also now be granted by the territorial superintendent to applicants that pass a satisfactory examination before him in 14 specified branches of study, including the theory and art of education. Every teacher of a public school is, further, now required to enforce the course of study, use of text books, rules, and regulations prescribed by his or her county superintendent. If such a superintendent gives 10 days' notice of his intention to hold an institute, all teachers in his county and holders of certificates are to attend it, and teachers so attending are not to forfeit pay during the time of such attendance.

A school month, formerly unfixed, is made to be 4 weeks of 5 school days each. The school year is to begin the first Monday in September.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL TERRITORIAL REQUIREMENTS.

Teachers must present to the proper school officers certificates of qualifications covering the branches taught in the schools for which they apply. County superintendents are authorized to issue 2 grades of certificates of ability to teach the common school branches, the first grade to be valid for 2 years and the second for 1 year, the grade to be determined by examination. Territorial certificates, entitling the holder to teach in any part of the Territory for 5 years, may be issued by the superintendent of public instruction, upon the applicant passing a satisfactory examination before him in such studies as are required for the first and second grade, with the addition of high school branches, and the theory and art of teaching. Any person who has been engaged in teaching for 5 years is not required to undergo any further examination for the same school. To receive a certificate, teachers must pay the sum of \$3, to be added to the school fund.

## NORMAL TRAINING.

*Lewis Collegiate Institute*, Lewiston, offers a course of normal instruction covering 2 years of 40 weeks each.

## TEACHERS' INSTITUTES.

Under the new legislation before referred to, the superintendent of any county containing 10 or more organized school districts may hold annually a teachers' institute, the expenses of each not to exceed \$50, to be paid from the current expense fund. Such institutes must be held not less than 2 nor more than 5 days, and all teachers are required to attend in their respective counties. Teachers closing school for this purpose are not to lose their time. Teachers' institutes, marked by good attention and lively interest, have been successfully held in several counties. The superintendent says that they have awakened a general interest in school affairs, imparting a healthful stimulus to the teachers, and a beneficial influence among the communities where they were held.

## ADVANCED INSTRUCTION.

## COLLEGIATE.

*Lewis Collegiate Institute* (Methodist Episcopal), organized at Lewiston in 1832, presents a teachers' and a commercial course, with preparatory and collegiate departments in both classical and scientific studies. In 1834-'85 the institute reported 25 young men and 53 young women, under 4 instructors, of which number 52 were in the musical department. Painting and elocution are also taught. The value of all property belonging to the school is estimated at \$20,000; volumes in library, 1,000.

## CHIEF TERRITORIAL SCHOOL OFFICER.

HON. JAMES L. ONDERDONK, *territorial superintendent of public instruction; succeeded by*

HON. SILAS W. MOODY, *Boisé City.*

[First term, February, 1835, to February, 1837.]

# INDIAN TERRITORY.

## STATISTICS OF INDIAN EDUCATION.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
School youth among tribal Indians . . .	39,918	-----	-----	-----
School youth in the Five Nations . . .	<sup>a</sup> 12,837	-----	-----	-----
Enrollment of tribal Indians in schools . .	11,731	-----	-----	-----
Enrollment of Five Nations Indians . . .	7,862	-----	-----	-----
Average attendance of tribal Indians . . .	7,650	-----	-----	-----
Average attendance of Five Nations Indians .	3,978	-----	-----	-----
Per cent. of school youth enrolled . . .	37.14	-----	-----	-----
Per cent. of such youth in average attendance.	22.04	-----	-----	-----
<b>SCHOOLS AND SCHOOL SITTINGS.</b>				
Boarding schools of tribal Indians . . .	89	-----	-----	-----
Boarding schools of the Five Nations . .	17	-----	-----	-----
Day schools of the former class . . .	126	-----	-----	-----
Day schools of the latter class . . .	201	-----	-----	-----
School sittings for tribal Indians . . .	12,178	-----	-----	-----
School sittings for the Five Nations . . .	10,704	-----	-----	-----
<b>TEACHERS.</b>				
Teachers among tribal Indians . . .	678	-----	-----	-----
Teachers among the Five Nations . . .	303	-----	-----	-----
<b>EDUCATIONAL RESULTS.</b>				
Tribal Indians taught to read . . .	19,579	-----	-----	-----
Five Nations Indians taught to read . .	632,050	-----	-----	-----
Tribal Indians taught to speak English .	25,394	-----	-----	-----
Five Nations Indians that speak English.	645,800	-----	-----	-----
<b>FINANCIAL STATEMENT.</b>				
Expenditure for schools on reservations, and at Carlisle, Hampton, etc.	\$848,498	-----	-----	-----
Expenditure for schools of the Five Nations.	196,612	-----	-----	-----

<sup>a</sup>No census taken; an increase proportionate to that of the tribal Indians allowed for.

<sup>b</sup>In 1882-'83.

(From the official report of the Commissioner of Indian Affairs for the year indicated.)

## TERRITORIAL SCHOOL SYSTEM.

### GENERAL SUMMARY.

The five tribes composing the Union Agency have regular constitutional governments, and the outline of the school system of all is nearly the same. That of the Cherokee Nation is quite complete. Its board of education, appointed by the principal chief and confirmed by the senate, is composed of 3 members, who must possess liberal literary attainments, with moral and temperate habits. This board has entire charge of all

schools in the nation, with power to adopt rules and regulations, subject to the laws, for its own government; to prescribe and enforce a series of uniform text books, etc. Teachers must hold certificates of qualifications from the examining board before receiving appointment.

A large per cent. of the teachers are natives; the schools are taught in English, although in some settlements the teachers are qualified to teach both languages, a very necessary accomplishment in teaching those who speak only the Indian language. The salary of teachers is fixed at \$30 a month for an average of 15 pupils or under; an increase of \$1 is allowed for each pupil up to 35 pupils, when the maximum salary of \$50 is reached. The U. S. Indian agent of the 5 civilized tribes of the Union Agency, Robert L. Owen, taking charge only at the close of the year, is unable to furnish statistics of these tribes for 1884-'85; but 3 high and 100 primary schools are reported in the Cherokee Nation, as well as 1 academy, 2 seminaries, 5 mission schools, and an orphan asylum with about 150 children, to whom the Cherokees furnish everything. The 2 seminaries for young men and young women, near Tahlequah, have excellent large brick buildings, and offer well regulated high school courses of study. These schools average an attendance of about 125 pupils each. The nation maintains entirely 50 boarders in each school, and furnishes everything, even text-books, for all others at \$5 per month.

The Creek Nation maintains 2 schools; each of these must average an attendance of 20 pupils.

The Chickasaw Nation has 4 large academies, and the Choctaw Nation 3. Each nation has many primary and mission schools, the statistics of which are not available.

The schools for Indian pupils at Carlisle, Hampton, Forest Grove, Albuquerque, Chillico, and Genoa, before reported, were continued in 1884-'85, and to them have been added others at Philadelphia, Lawrence, and Santa Fé, all on the combined educational and industrial plan begun at Carlisle and Hampton, Congress having appropriated for Indian education and improvement in 1884 \$680,200, and for like ends in 1885 the noble sum of \$992,800.

The number of boarding schools for Indian youth at agencies or under the supervision of agents in the latter year was 84, with an average attendance of 4,066, at a total cost of \$488,974; number of day schools at agencies 86, with average attendance of 1,849, at a total cost of \$44,594; while 23 contract and other schools in States and Territories, not under agents, had an average of 710 pupils at a cost of \$80,653. Adding some others, there appear 200 schools, with an average of 8,143, at a cost to the Government and benevolent contributors of \$837,276.

#### OBITUARY NOTE.

Mr. J. M. Haworth, long and most favorably known in connection with the Indian service, and from 1882 Indian school superintendent, died at Albuquerque, N. Mex., March 12, 1885. He was the first incumbent of that important office, and his early death in it seems a sad misfortune.

#### CHIEF SCHOOL OFFICERS.

These at last advices were reported to be as follows:

##### FOR THE FIVE NATIONS.

*President of the board of education of the Cherokees, Tahlequah, Ind. Ter.*  
*School superintendent of the Chickasaws, Tishomingo, Ind. Ter.*  
*School superintendent of the Choctaws, Red Oak, Ind. Ter.*  
*School superintendent of the Creeks, Eufaula, Ind. Ter.*  
*Superintendent of schools for the Seminoles, Wewoka, Ind. Ter.*

##### FOR OTHER INDIAN SCHOOL WORK.

GEN. S. C. ARMSTRONG, *Hampton Normal School, Hampton, Va.*  
 CAPT. R. H. PRATT, *Training School for Indian Youth, Carlisle, Pa.*  
 H. J. MINTHORN, *Training School, Forest Grove, Oreg.*  
 SAMUEL F. TAPPAN, *Training School, Genoa, Nebr.*



## MONTANA.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21).....	15, 082	16, 796	1, 714	-----
Enrolled in public schools.....	8, 118	9, 750	1, 632	-----
Average daily attendance.....	4, 465	-----	-----	-----
Per cent. of school youth enrolled....	53. 82	58. 05	4. 23	-----
Per cent. of same in attendance.....	29. 60	-----	-----	-----
Pupils in private schools.....	301	391	90	-----
DISTRICTS AND SCHOOLS.				
Number of districts.....	216	249	33	-----
Number of graded schools.....	-----	76	-----	-----
Ungraded schools.....	203	232	29	-----
Whole number of schools.....	254	308	54	-----
Average term of schools, in days.....	103	104	1	-----
School-houses built during the year....	38	51	13	-----
Whole number of school-houses.....	193	227	29	-----
Private schools.....	13	21	8	-----
TEACHERS.				
Number of men teaching.....	97	100	3	-----
Women teaching.....	195	237	42	-----
Whole number of teachers.....	292	337	45	-----
FINANCIAL STATEMENT.				
Average monthly pay of men.....	\$80 00	\$86 00	\$6 00	-----
Average monthly pay of women.....	62 00	56 00	-----	\$6 00
Valuation of public school property....	335, 371	377, 766	42, 395	-----

(From report and return furnished by Hon. W. W. Wylie, territorial superintendent of public schools, for the 2 years above indicated.)

## TERRITORIAL SCHOOL SYSTEM.

## GENERAL CONDITION.

The figures in the foregoing table show progress in every item but one—that is, women's wages. The standard of examinations is being raised, and better qualified teachers are thus obtained. Many teachers in the Territory have been trained in Eastern normal schools, and in the matter of salaries Montana is in advance of many of the States. The school buildings are said to be in excellent condition, although many of them lack the necessary appliances of maps, charts, globes, and blackboards, especially the ungraded schools. The new official map of Montana was distributed in all the school-rooms during the year, and the text books prescribed by law were almost universally adopted.

## ADMINISTRATION.

Educational affairs are managed by a territorial superintendent of public instruction, county superintendents, and district boards of 3 trustees. The first is appointed biennially by the governor; the others are elected by the people, county officers for 2 years and district boards for 3, with annual change of 1. Women are eligible to vote at all school meetings. Provision is made for colored pupils in separate schools. Instruction must be given in all public schools during the entire course in morals, manners, and

laws of health, with due attention to physical exercise and to the ventilation and temperature of school-rooms. Text books in the different branches required by law to be taught in the public schools must be uniform throughout the Territory. Nothing of a political or sectarian nature may enter into the instruction of any school.

#### SCHOOL FINANCES.

The schools are sustained from money derived from a county tax of not less than 3 nor more than 5 mills on \$1, from unlimited taxes voted by the districts, from various fines, and from a fund arising from the sale of town lots previously reserved to provide for the erection and furnishing of school buildings or for general school purposes when the district shall so elect. The county tax and the amount derived from legal penalties are distributed to the districts in proportion to their population of youth of school age, excluding Indians not under the guardianship of white persons, provided school has been maintained 3 months.

#### NEW LEGISLATION.

Amendments to the school law of Montana, approved March 8, 1883, and not before reported, require: (1) The election of county superintendents for 2-years terms, as previously, with the addition that "all persons otherwise qualified shall be eligible to the office without regard to sex." (2) Each county superintendent is to receive annually, for service as such, at the rate of \$1 for each census scholar in the county, "provided that the total shall not exceed \$1,000." (This is instead of a former fee of \$10 for each district.) (3) The annual school meeting for election of a trustee, or trustees, and district clerk is changed from the last Saturday in August to the first Saturday in April; all elections to be by ballot, as before, with the addition that "every person 21 or more years of age, and a resident and taxable inhabitant, shall be entitled to vote, without regard to sex." (4) The district clerk, besides recording the proceedings at annual school meetings and special meetings, and making a statement of receipts and expenditures of school moneys, is "to make report, in September of each year, to the county superintendent, on blanks furnished by him, for the school year next preceding." He is "also to give written notice to the county superintendent of the time of opening of the school of his district, of the length of term, and name of teacher;" and further, "is to make report to the territorial superintendent of the text books used in school," which are to be uniform throughout the Territory. (5) The county superintendent in any county containing 5 or more school districts must hold annually a teachers' institute, to continue in session 3 to 5 days, giving 30 days' notice of such institute in advance in some newspaper of the county, and a written notice to each qualified teacher. The territorial superintendent of public instruction is to attend the different county institutes, or forfeit \$10 of his salary for each neglect. Teachers engaged in the county, or holding certificates, territorial or county, are also to attend and participate in the exercises of the institute, and those in charge of schools are to adjourn their schools for the time of the institute. (6) In each alternate year the territorial superintendent is to embody in his report a copy of the school laws. (7) Every parent, guardian, or other person having charge of a child or children 8 to 14 years of age, must send such child or children to a public or private school, taught by a competent instructor, for at least 12 weeks each year, 6 of these weeks to be consecutive, unless excused by the school trustees for cause; and no child is to be excluded from a public school on account of race or color. The penalty for failure on the part of parents or guardians to comply with these requirements is \$5 to \$10 for a first offense; \$10 to \$20 for a second, or imprisonment in the county jail. Trustees of schools are to inquire into cases of neglect in this line, and to prosecute the matter within 10 days after a written notice (unless excused by the district board), or be liable to a fine of \$5. (8) County certificates, issued by county superintendents, are to continue in force 1, 2, or 3 years (instead of the former 2 years), according to standard of scholarship, the examination to be in the common branches previously prescribed, with the addition of "practice of teaching." (9) Public libraries in incorporated towns, for the use of the citizens, are also now distinctly authorized, and may be provided for by the levy of a town or city tax, not to exceed 1 mill on \$1 of all taxable property—such levy to be first submitted to a vote of the qualified electors.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL TERRITORIAL REQUIREMENTS.

County superintendents are authorized to issue certificates, to continue in force 1, 2, and 3 years, according to the standard of scholarship. For first grade, teachers must have had 12 months' successful experience in teaching, and no certificate may be given to applicants who cannot pass a satisfactory examination in the common English branches, including history of the United States.

## SPECIAL NORMAL TRAINING.

The College of Montana, Deer Lodge, presents in 1884-'85 a normal course of 4 years, beginning with elementary studies and including algebra, mental science, logic, chemistry, civil government, political economy, and ethics.

## TEACHERS' INSTITUTES.

The law requires that teachers' institutes be held annually in every county having 5 or more organized districts, continuing not less than 3 nor more than 5 days, and requires teachers to attend in their respective counties. Such institutes were held in every county during the year, and were well attended throughout the Territory. The law requires the territorial superintendent to attend each institute held or forfeit \$10 of his salary for each neglect. No provision is made for traveling expenses, but \$25 is paid from the school fund of each county, to provide suitable buildings, etc., for institute work.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

High school studies form a part of the territorial system of Montana. Helena, when last heard from, reported a well organized high school, with classical and scientific courses of 4 years each.

## OTHER SECONDARY SCHOOLS.

For statistics of institutions of this class, see Table VI of the Appendix.

## SUPERIOR INSTRUCTION.

## COLLEGE OF MONTANA.

The *College of Montana*, Deer Lodge, in its catalogue of the academic year 1884-'85, shows a faculty of 7 members, with courses in classical and scientific studies open to both sexes. The classical course, meant to cover 4 years beyond the 3 preparatory years, shows 3 students in junior and senior preparatory studies, and 1 in the freshman.

The scientific course, also meant to cover 4 years, with 2 preparatory years, shows 12 students in the preparatory and 7 in the freshman and sophomore classes.

Besides these, there were 14 not yet classified, 18 in normal studies, as before mentioned, 18 in music, 26 in art studies, and 4 in special. As 27 names occur twice, the true total of attendance appears to have been 76, of whom 45 were young women and 31 young men.

## EDUCATIONAL CONVENTION.

## MONTANA TERRITORIAL TEACHERS' ASSOCIATION.

This association held its annual meeting at Bozeman, December 29-31, 1885, with a large attendance from the different parts of the Territory. This association is entirely voluntary, and the expenses are all borne by the teachers attending. The superintendent says, "when it is known that lady teachers come to this association in mid-winter from a distance of nearly 300 miles, at an individual expense of about \$40, their zeal for the cause may be understood." He further says that the value of such a meeting as was held at Bozeman cannot be estimated, and he earnestly hopes the next legislature will encourage these assemblies by granting some territorial aid.

## CHIEF TERRITORIAL SCHOOL OFFICER.

HON. CORNELIUS HEDGES, *territorial superintendent of public instruction, Helena.*

[Term, February, 1883, to February, 1885.]

Succeeded by HON. WILLIAM W. WYLIE, *Helena.*

[Term, February, 1885, to February, 1887.]



# NEW MEXICO.

## STATISTICAL SUMMARY.

	1884-'85.	No. of coun- ties report- ing (16 in Territory).
POPULATION AND ATTENDANCE.		
Youth of school age (5-20) .....	30,031	13
Boys in public schools .....	4,427	5
Girls in public schools .....	1,783	5
Whole number enrolled .....	8,967	8
Boys in average daily attendance .....	222	1
Girls in average daily attendance .....	156	1
Whole number attending .....	603	2
Youth in private schools .....	1,866	5
DISTRICTS AND SCHOOLS.		
Number of organized districts .....	209	8
Number partly organized .....	11	4
Number unorganized .....	4	2
Number of public schools .....	167	4
Number of private schools .....	45	-----
TEACHERS.		
Number of men teaching .....	47	1
Number of women teaching .....	22	1
FINANCIAL STATEMENT.		
Highest monthly salary paid teachers .....	\$80	2
Lowest salary paid teachers .....	20	2
Expenditure of public schools .....	12,722	3

## TERRITORIAL SCHOOL SYSTEM.

### GENERAL CONDITION.

The new school law of 1884 referred to in the last Report from this Bureau has produced a fuller school report than has come to hand since 1876. Statistics are still exceedingly imperfect, as may be seen.

Governor Ross, in his annual report, says that the educational interests of the Territory are in a much better condition than formerly, the new public school law being a good beginning in the line of progress. Public schools are in process of establishment, and the attention of the public is being awakened to the importance of the education of the youth of the Territory. The governor further says that the number of youth attending school in 1884-'85 was 10,230, a gain of 5,477 over the school enrollment of 1880; that the number of persons unable to read was 42,091, a decrease of 10,003 since 1880; those unable to write, 44,899, a reduction of 12,237 in the same time. Taken together with the improvement in the educational system, and the growing interest in educational matters among the people, this seems to be a gratifying rate of advancement.

### ADMINISTRATION.

By an act of the legislature approved March 31, 1884, a system of public schools was established in the Territory of New Mexico. Under this a superintendent of schools for

each county is to be appointed by the county commissioners, holding his office till his successor is appointed. Each superintendent must within one month after he is qualified, or as soon thereafter as practicable, call a public meeting in each school district, when 3 directors are to be elected, to hold office till the next general election, when the same number are to be elected for 2-years terms. Each of the voting precincts constitutes a school district, in which must be established at least one public school. In these schools the common branches are to be taught, with history of the United States, in English or Spanish, or both, as the directors may determine. The county school funds are to be apportioned to the various districts in proportion to the number of children 5 to 20 years of age residing therein.

For statistics of private institutions for secondary instruction reporting for the year, see Table VI of the Appendix.

## UTAH.

STATISTICAL SUMMARY. *a*

	1883-'84.	1884-'85.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)-----	48,889	50,638	1,749	-----
Enrolled in public schools-----	29,325	29,978	653	-----
Average daily attendance-----	19,073	18,678	-----	395
Per cent. of school youth enrolled--	59.98	59.20	-----	.78
Per cent. of the same in attendance--	39.01	36.88	-----	2.13
SCHOOLS.				
Number of school-rooms-----	455	6455	-----	-----
Average term of schools in days----	135	145	10	-----
TEACHERS.				
Number of men teaching-----	261	290	29	-----
Number of women teaching-----	331	324	-----	7
Whole number of teachers-----	592	614	22	-----
FINANCIAL STATEMENT.				
Average monthly pay of men teaching	\$49 80	\$49 10	-----	\$0 70
Average monthly pay of women-----	28 80	29 60	\$0 80	-----
Expenditure for public schools-----	204,340	223,844	24,504	-----
Valuation of public school property--	433,461	459,544	26,083	-----

*a* See also mission schools below.*b* Exclusive of those used only for recitation.

(From report and returns of Hon. L. J. Nuttall, territorial superintendent of public instruction, for the two years indicated.)

## TERRITORIAL SCHOOL SYSTEM.

## GENERAL CONDITION.

The foregoing summary denotes progress in most respects, and further information goes to show that the public school system in Utah more than holds its own. For sustaining the public schools there was received in 1884-'85, from State and local taxation, \$151,907; this, added to the revenue from all other sources, with balance on hand, netted an income of \$277,127, being over \$47,000 in excess of all expenditures. New buildings were erected at a cost of \$34,637; improvements and repairs were made costing \$13,752; and furniture purchased at \$6,789.

## ADMINISTRATION.

The territorial superintendent of district schools, elected for 2 years, has general charge of public school affairs. The local officers are county superintendents, elected by the people for 2 years, and district school trustees, elected for 3 years, with annual change of 1. There are also boards for the examination of teachers, comprising 3 members, appointed by the county courts. The territorial and county superintendents in convention determine what text books are to be used in the public schools. The law requires district trustees to take an annual census of school youth, and to report to the county superintendent the condition of the schools.

## SCHOOL FINANCES.

Public schools are sustained from territorial, local, and special taxation; from the sale of estrays, and from donations, rents, etc. The school funds are distributed in propor-



tion to the number of children of school age (6-18), as reported annually by the county superintendents.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

### GENERAL TERRITORIAL REQUIREMENTS.

Teachers must hold certificates of the required qualifications, signed by the board of examiners of their respective counties. These certificates are valid for 1 year.

### TERRITORIAL NORMAL TRAINING.

The *University of Deseret* provides a 2-years course of normal instruction, including the common school branches, with elocution, botany, geology, physics, zoology, music, free-hand drawing, civil government, and the theory and practice of teaching. This department is supported in part by legislative appropriation, and graduates from the prescribed course are entitled to teach in the district schools of the Territory without further examination.

For statistics of this and any other normal departments reporting, see Table III of the Appendix.

## MISSION SCHOOLS IN UTAH.

### ELEMENTARY AND ACADEMIC.

Various religious bodies in the East support missionary schools in the Territory. The following statistics are furnished by Rev. Calvin M. Parks:

#### *Statistics of mission schools.*

Name of school and post-office address.	Begun in—	Religious affiliation.	Name of principal.	Teachers.	Pupils.				
					Male.	Female.	Total.	In elementary studies.	In higher branches.
Willard Acad., American Fork...	1879	Presby'n ...	Miss Clara Pierce.....	2	36	22	58	57	1
Beaver Seminary, Beaver.....	1876	M. E.....	Miss C. E. Copeland.....	2	34	32	66	53	8
Bingham, Bingham.....	1881	Cong.....	Miss Mary E. Pease.....	1	53	44	97	93	4
Bliss Hall, Bountiful.....	1881	Cong.....	Miss B. Ferrell.....	1	17	17	34	34	.....
Coalville Free, Coalville.....	1882	Cong.....	Miss R. O. Beard.....	2	31	35	66	66	.....
Ephraim Mission, Ephraim.....	1877	Presby'n ...	Miss Carrie Rea.....	2	9	18	27	23	4
Fairview Mission, Fairview.....	1881	Presby'n ...	Miss Maria Fishback.....	1	14	11	25	18	7
New West, Farmington.....	1880	Cong.....	Miss Sarah T. Lester.....	1	18	22	40	36	4
Fillmore Presbyterian, Fillmore	1880	Presby'n ...	Miss M. E. Knox.....	2	30	29	59	53	1
Fountain Green, Fountain Gr'n	1885	M. E.....	Miss R. Halvorsen.....	1	4	4	8	8	.....
Franklin Academy, Franklin.....	1880	Presby'n ...	Miss Anna Noble.....	2	25	20	45	43	2
Gunnison Mission, Gunnison.....	1881	Presby'n ...	Mrs. M. M. Green.....	2	10	14	24	24	.....
New West, Heber.....	1883	Cong.....	Miss M. A. Hand.....	2	30	36	66	66	.....
Heber M. E. Mission, Heber.....	1884	M. E.....	Miss May Glanville.....	1	15	33	48	48	.....
New West, Henefer.....	1883	Christian...	Miss Florence Beard.....	1	13	16	29	29	.....
Hoytsville Seminary, Hoytsville	1885	Cong.....	Miss A. C. Prescott.....	1	9	7	16	12	4
New West Cong., Huntsville.....	1885	Cong.....	Miss Eva B. Stokes.....	1	15	15	30	27	3
Presbyterian Mission, Hyrum.....	1881	Presby'n ...	Miss Carrie Mitting.....	1	14	15	29	29	.....
Presbyterian Mission, Kaysville	1882	Presby'n ...	Miss Ella McDonald.....	1	20	23	43	43	.....
Leli Academy, Leli.....	1881	Cong.....	Miss C. W. Hunt.....	3	54	60	114	100	14
Cache Valley Seminary, Logan.....	1878	Presby'n ...	Miss M. P. Shirley.....	3	37	38	75	62	13
Presbyterian Mission, Manti.....	1875	Presby'n ...	Miss F. Galbraith.....	2	42	28	70	70	.....
Mendon Presbyterian, Mendon.....	1884	Presby'n ...	Miss S. L. Brown.....	1	8	13	21	21	.....
New West, Midway.....	1883	Cong.....	Miss Rena Clark.....	2	32	41	73	73	.....
Millville Mission, Millville.....	1881	Presby'n ...	Mrs. N. J. Norman.....	1	11	7	18	18	.....
Presbyterian Mission, Monroe.....	1877	Presby'n ...	Miss C. C. Decker.....	2	30	27	57	53	24
Meth. Episcopal, Mt. Pleasant...	1883	M. E.....	Miss C. N. Larsen.....	2	35	22	57	51	26
Wahsatch Acad., Mt. Pleasant...	1875	Presby'n ...	Miss M. Beekman.....	3	45	46	91	69	22
Murray, Murray.....	1884	M. E.....	Mrs. F. Brock.....	2	15	16	31	31	.....
Huntington Academy, Nephi.....	1879	Presby'n ...	Miss L. L. Lockwood.....	2	36	29	65	56	9
Meth. Episcopal School, Ogden...	1871	Meth.....	Miss M. A. Skewes.....	2	49	50	99	89	10
Ophir, Ophir.....	1871	Meth.....	Miss J. McCoard.....	1	14	14	28	26	2
Presbyterian Mission, Ogden.....	1873	Presby'n ...	Miss A. M. Haines.....	2	41	25	66	66	.....
Presbyterian Mission, Box Elder	1878	Presby'n ...	S. L. Gillespie.....	1	14	23	37	29	8
Park Academy, Park City.....	1882	Cong.....	Forest E. Merrill.....	2	41	30	71	40	31
Pilgrim, Salt Lake City.....	1879	Cong.....	Miss G. E. Gilberth.....	1	23	53	79	79	.....
Parawan Pres. Miss'n, Parawan	1877	Presby'n ...	Miss Josie Curtis.....	2	35	25	60	60	.....
Payson, Payson.....	1877	Presby'n ...	Miss M. H. M. Cullough...	1	12	17	40	40	.....
Presby'n Miss'n, Pleasant Grove	1877	Presby'n ...	Miss A. M. Whitney.....	1	13	16	29	28	.....
Provo New West Com'n, Provo...	1883	Cong.....	Miss M. F. French.....	3	35	43	78	77	1
Provo Seminary, Provo.....	1873	M. E.....	T. W. Lincoln.....	3	43	42	85	55	30
Presbyterian Mission, Richfield...	1880	Presby'n ...	Miss J. A. Olmsted.....	2	29	24	53	48	5
Richmond Pres'n Mis., Richmond	1883	Presby'n ...	Miss L. H. Simons.....	1	10	10	20	20	.....

*Statistics of mission schools—Continued.*

Name of school and post-office address.	Began in—	Religious affiliation.	Name of principal.	Teachers.	Pupils.				
					Male.	Female.	Total.	In ele-mentary studies.	In higher branches.
St. George, St. George.....	1880	Presby'n..	Miss M. J. Cort.....	1	10	6	16	16	.....
Salina Presbyterian, Salina.....	1885	Presby'n..	Miss Minnie Curry.....	1	13	15	28	23	.....
Camp Mission, Salt Lake City.....	1883	Presby'n..	Miss S. E. Reed.....	2	53	42	95	95	.....
Salt Lake Acad'y, Salt Lake City	1878	Cong.....	E. Bennet.....	6	153	100	253	188	65
Salt Lake Collegiate Institute, Salt Lake City.....	1875	Presby'n..	J. F. Millspaugh.....	8	127	98	225	193	32
Scand'n Meth., Salt Lake City...	1883	M. E.....	Miss CMM Halvorsin...	1	40	27	67	67	.....
Sandy Free, Sandy.....	1883	Cong.....	Miss E. S. Jones.....	1	41	23	64	51	18
Santaquin, Santaquin.....	1885	Meth.....	Miss R. H. Halvorsin...	1	13	7	20	11	9
Smithfield P. M., Smithfield.....	1881	Presby'n..	Miss A. J. Woodruff...	2	21	22	46	46	.....
Pres'n Home Mis'n, Spanish Fork	1881	Presby'n..	Miss L. B. Perle.....	1	20	20	40	40	.....
Spring City.....	1879	Presby'n..	Miss L. H. Hindman...	1	20	22	42	42	.....
Stockton Free, Stockton.....	.....	Cong.....	Miss Emma T. Colby...	1	33	37	70	70	.....
Tooele Seminary, Tooele.....	1871	M. E.....	Miss V. E. Bidwell.....	1	18	17	35	16	19
Toquerville Mis'n, Toquerville...	1881	Presby'n..	Miss F. R. Burke.....	1	8	4	12	11	1
Trenton Free, Trenton.....	1884	Cong.....	Miss Ella F. Hunt.....	1	12	15	27	27	.....
Presbyterian Mission, Wellsville	1881	Presby'n..	Miss Kate E. Best.....	1	8	11	19	19	.....

## ADDITIONAL PARTICULARS.

All of these schools but one were in session from 180 to 228 days, and all but one began the term in September, 1884. The value of school property, other than that rented, was estimated at \$135,755. Value of apparatus, \$2,825.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS.

School districts having a population of 1,200 or more may by popular vote establish and maintain graded schools, or graded departments of schools, where pupils over 18 years of age may be instructed in branches higher than those taught in common schools. None such, however, have been reported to this Bureau.

## OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools and preparatory departments of colleges reporting, see Tables VI and IX of the Appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

## UNIVERSITY OF DESERET.

The *University of Deseret*, Salt Lake City, open to both sexes, offers a preliminary course of 1 year, classical preparatory and normal courses of 2 years each, and a scientific course of 4 years. The first named includes only the common school studies; the classical preparatory, higher branches, with introductory Latin and Greek. The university possesses sufficient mathematical, philosophical, and chemical apparatus to illustrate, with a considerable degree of fullness, the subjects of natural science. Volumes in the library, 3,307 in 1884-'85, an increase of 213 in the last 2 years.

## SCIENTIFIC AND PROFESSIONAL.

The university has added a year to its scientific course since the last report. New studies have been added, former ones extended, and the general standard raised. Graduates from the entire course receive the degree of Sci. B. with diploma. The first and second years are given to the higher English branches, chemistry, surveying, and introductory Latin; the third year adds mineralogy and lithology; the fourth, astronomy, mental science, political economy, etc. German is taught in the third and senior years. To supplement the course in civil government and political economy, a series of lectures is given upon the elements of law. These lectures are intended to be preliminary to the final establishment of a complete *law department* in connection with the university.

## SPECIAL INSTRUCTION.

## EDUCATION OF THE DEAF.

A circular from the president of the University of Deseret, dated September, 1884, states that at the last session of the legislature of Utah an appropriation of \$2,000 annually was voted for 2 years to assist in establishing, in connection with the university, a department for the instruction of deaf mutes. The circular shows that the matter was promptly acted on by the officers of the university, and that in 1884-'85 instructors had been secured from the East, and arrangements made for the reception of such deaf mutes as need instruction and are found to be prepared for entrance on the course projected. Further information will naturally come in the Report for 1885-'86.

## CHIEF TERRITORIAL SCHOOL OFFICER.

HON. L. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

*Term, August, 1881, to August, 1885.]*



## WASHINGTON TERRITORY.

## STATISTICAL SUMMARY.

	1883-'84.	1884-'85.	Increase.	Decrease.
<b>POPULATION AND ATTENDANCE.</b>				
Youth of school age (4-21)-----	31,599	37,156	5,557	-----
Public school enrollment-----	22,341	26,397	4,056	-----
Average daily attendance-----	14,223	17,504	3,281	-----
Per cent. of school youth enrolled----	70.70	71.04	.34	-----
Per cent. of enrolled in attendance----	63.66	66.31	2.65	-----
Percent. of school youth in attendance--	45.01	47.11	2.10	-----
Children in private schools-----		1,836		-----
Children not in any school-----		8,923		-----
<b>SCHOOL DISTRICTS AND SCHOOLS.</b>				
Districts reported-----		858		-----
Districts in which schools were taught--		744		-----
Public school-houses-----	652	723	71	-----
School-houses built during the year --	87	102	15	-----
Graded schools-----		24		-----
Average term of schools, in days-----	92	92		-----
<b>TEACHERS.</b>				
Men teaching-----				-----
Women teaching-----				-----
Whole number of teachers-----	831	1,040	209	-----
<b>FINANCIAL STATEMENT.</b>				
Average monthly pay of men-----	\$48 00	a\$50 20	\$2 20	-----
Average monthly pay of women-----	39 00	a41 60	2 60	-----
Total expenditure for public schools--	287,590	287,029		\$561
Value of school property-----	360,421	524,163	163,742	-----

a These figures for pay of teachers are from a written return. In the printed report the average pay of men is given as \$45; that of women as \$37.

(From reports of Hon. C. W. Wheeler and Hon. R. C. Kerr, territorial superintendents of public instruction for the years indicated.)

## TERRITORIAL SCHOOL SYSTEM.

## GENERAL CONDITION.

In estimating the growth of the public schools in this Territory, it must be remembered that while a Territory it has no public school fund, and that the people taxed themselves to the amount of more than half a million dollars, in 1884-'85, for the support of their public schools. Throughout the Territory the schools are reported in a very prosperous condition.

Their growth is said to have been rapid and healthy, keeping fair pace with the development of the Territory. To provide for the increase of population since the last biennial report, 267 new school districts have been organized, and 189 new school-houses built, varying in value from the graded building of the city, costing \$40,000, down to the humble school-room of the backwoods and the prairie, costing only a few hundred dollars.

For the 37,156 school youth, teachers have increased in the 2 years from 490 to 1,040. Among these are graduates from nearly every normal school, college, and university in

the United States and Europe, forming a body of teachers who compare favorably in essential points with those in any State. Their efficiency, with that of local school boards, is seen in the fact that during the last year, while the increase in school youth was 5,557, that of enrollment reached 4,056; that of average attendance, 3,281. Considering the condition and extent of the territory over which the schools are scattered, this school work is remarkable. Graded schools have increased from 15, in 1883, to 24, a very creditable number, and, in quality, will compare favorably with those in the larger cities on the Atlantic coast.

#### ADMINISTRATION.

The chief school officers continue to be a territorial superintendent of public instruction, appointed by the governor for a 2-years term, and confirmed by the legislature; a board of education, appointed as above, and for the same time, composed of the superintendent and one suitable person from each judicial district; a county superintendent for each county, elected annually by the people for a 2-years term. The county superintendent and 3 persons in the county, holding the highest grade of certificates, constitute a board of examiners. Districts are controlled by a board of 3 directors elected for 3 years, with a change of 1 each year, and a district clerk. Women are eligible to school offices, and may vote at district school meetings. To entitle districts to apportionments of school money, schools must be taught by qualified teachers at least 3 months of the year, must be free to all residents 5 to 21 years of age, and give instruction in the common branches of an English education, including physiology and hygiene. During the entire course, attention must be given to the cultivation of manners, morals, laws of health, and ventilation and temperature of school-rooms. Nothing of an infidel, partisan, or sectarian character may enter into the instruction of any public school, or be admitted into any public school library. Districts must take an annual census of school children in the district and report to the county superintendent. School days must be 6 hours, but teachers may dismiss scholars under 8 years of age after an attendance of 4 hours. The school year begins July 1st and ends June 30th.

#### SCHOOL FINANCES.

The public schools continue to be sustained by an annual tax of 2 to 6 mills on \$1 of taxable property, and the proceeds of certain special taxes, fines, and penalties, all to be apportioned to each district according to the number of school youth in it. Districts may raise funds by special taxation, not to exceed 10 mills on \$1, to purchase additional school facilities.

#### SCHOOL SYSTEMS OF TOWNS WITH 7,500 OR MORE INHABITANTS.

*Seattle*, with a population of 12,000 to 15,000 in 1884-'85, had 3 public schools, conducted by an able superintendent and an efficient corps of teachers and assistants. For these schools there were large and commodious buildings, erected in convenient and slightly localities, and constructed with reference to the health and comfort of the pupils, with a liberality of outlay characteristic of its citizens. Besides these, there were said to be excellent private schools.

From other places than the above there are, as yet, no statistics reported to this Bureau.

#### PREPARATION AND QUALIFICATIONS OF TEACHERS.

##### GENERAL TERRITORIAL REQUIREMENTS.

County boards of examiners issue 3 grades of certificates, the first valid for 3 years, the second for 2, and the third for 1 year. Those holding first-grade county certificates who have been teaching 3 years, are eligible to examination for first-grade territorial certificates.

##### TERRITORIAL NORMAL TRAINING.

The only territorial normal training yet provided is given in the teachers' normal course of the University of Washington Territory. It offers a 3-years course to those wishing to fit themselves for teaching in the public schools. The demand for well-trained teachers becoming more pressing every year, it is intended to give more prominence to this department. A primary training-school is added to give lessons in the art of teaching, government, discipline, etc. Students in the former, 17; in the latter, 50.

Whitman College also offers a 3-years course of normal training. Students completing it receive diplomas, or are given certificates on completing the first 2 years. Students, 13.

For further statistics of these departments, see Table III of the Appendix; for a summary, see the report of the Commissioner preceding.

## TEACHERS' INSTITUTES.

The territorial law requires each superintendent of any county containing 500 census children to hold, once a year, a county institute of not less than 3 days, at which instruction shall be given in the best methods of teaching the branches required by law to be taught in the public schools. The county commissioners may appropriate for expenses a sum not exceeding \$100 annually. All teachers in the county where the institute is held are required to attend, on forfeiture of \$1 for each day of unnecessary absence.

In 1884 two territorial institutes were held: one at Dayton, August 4th to 7th; the other at Tacoma, August 18th to 21st; both well attended.

In 1885 the eastern and western divisions united at Vancouver, with a good attendance by teachers from both sides of the mountains. Much good work is said to have been done. These institutes have exceeded the provision of law, and have taken, to a large extent, the form of normal schools. They have increased from 7, in 1883, to 18, in 1885. They are usually held during the holidays, and continue from 1 to 5 weeks. The teachers all over the Territory are becoming more and more enthusiastic in their behalf, in one county paying from their own purses several hundred dollars to secure eminent educators from the East as instructors; in another county, spending 5 weeks of vacation in county institutes or normal study, devoting the time usually spent in recreation to fitting themselves for better work in their school-rooms.

## SECONDARY INSTRUCTION.

## PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

There seems to be no legal recognition of high schools in the Territory; but the law provides for graded schools, prescribing that no other than the English language, nor mathematics higher than algebra, shall be taught in them.

These schools are reported to have increased from 15, in 1883, to 24, in 1885, many of them comparing favorably with those of the Atlantic coast.

## SUPERIOR INSTRUCTION.

## INSTITUTIONS FOR YOUNG MEN AND WOMEN.

The *University of Washington Territory*, Seattle, offered in 1884-'85 a preparatory course of 2 years; classical and scientific courses of 4 years each; a normal one of 3, and a business one of 2; an academy, normal training-school, and departments of music and arts. There was a total of 259 students in all departments.

The university, organized in 1862, is a part of the public educational system of the Territory, under the care of a board of regents appointed by the governor, and is supported in part by legislative appropriations. It confers the degree of A. B. on completion of the classical, and of S. B. on that of the scientific course. The library contains 2,500 volumes, and is said to be largely increasing.

The territorial report says that the university is in a flourishing condition. It offers to deduct from the traveling expenses of students who come a long distance, thus hoping to save to the Territory more than \$40,000 annually paid by those who go abroad for a higher education.

This central university at Seattle is naturally for western Washington, while *Whitman College*, its branch, is at Walla Walla, for eastern Washington, with a classical course of 4 years; scientific and literary courses of 3 years each; and academy courses of 3 years for preparatory, normal, and commercial training. This college graduated its first class in June, 1884. Its courses of study are said to be well up with other new institutions. College students, 15; academy, 127; total, 142.

During 1884-'85 *Yesler College*, Seattle, is reported to have been founded by Hon. Henry L. Yesler, mayor of Seattle, who, it is said, will richly endow it.

For full statistics of the 2 colleges, see Table IX of the Appendix; for summaries of same, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

## SCIENTIFIC.

The territorial university, in its 4-years scientific course, includes geometry, conic sections, trigonometry, mensuration, surveying, analytical geometry, chemistry, and calculus.

*Whitman College*, in its scientific course of 3 years, has geometry, chemistry, trigonometry, analytical geometry, geology, and calculus.



## PROFESSIONAL.

MEDICINE.—The medical department of the University of Washington Territory was organized in 1885, with a faculty of 9 professors, a 3-years course of study, a winter and a spring term. No lectures will be given until 1886. It is intended to make the course a graded one, and attendance of 3 full years compulsory.

For admission applicants will be required to show evidence of a fair general education by examination or otherwise.

## CHIEF TERRITORIAL SCHOOL OFFICER.

HON. R. C. KERE, *territorial superintendent of public instruction, Port Townsend.*

[First term, January 9, 1884, to January 9, 1886.]

To be succeeded by HON. J. C. LAWRENCE, whose term is to be from January 1, 1886, to January 1, 1888.

## WYOMING.

## STATISTICAL SUMMARY.

	1882-'83.	1884-'85.	Increase.	Decrease.
Youth of school age (7-21) .....	a4, 112	a4, 112	-----	-----
Enrolled in public schools .....	3, 371	4, 405	1, 034	-----
Number of such schools reported .....	75	b114	39	-----
School-houses reported .....	-----	c69	-----	-----
Teachers employed, male .....	-----	b28	-----	-----
Teachers employed, female .....	-----	102	-----	-----
Whole number employed .....	-----	b130	-----	-----
Average monthly pay of teachers .....	-----	\$58.06	-----	-----
Aggregate pay of teachers .....	-----	55, 936	-----	-----
Average cost of each pupil per month .....	-----	4.14	-----	-----
Paid for new school-houses .....	-----	13, 075	-----	-----
Valuation of school-houses .....	\$99, 781	-----	-----	-----

a United States census of 1880.  
b Johnson county not reporting.

c Uinta county not reporting.

(From reports of Hon. John Slaughter, territorial superintendent of public instruction for the years indicated, the figures coming through the report of the governor for 1885, and his message to the legislature for 1886.)

## TERRITORIAL SCHOOL SYSTEM.

## GENERAL CONDITION.

Much fuller information of the educational status of this Territory in 1885 is presented in the last reports received than has come to the Bureau since 1879-'80. All its 8 counties are reported in statistics that show a great advance in the elements of a good school system. What yet remains to tell the world how far and how fast it is advancing is apparently an imperative requirement of complete compliance with the territorial calls for full and uniform statistics, according to settled forms.

## ADMINISTRATION.

The territorial librarian is *ex-officio* superintendent of public instruction, with general supervision of all the district schools, making report biennially to the governor. County superintendents are chosen biennially for visitation and stimulation of the territorial schools. District boards of 3 members include a director, treasurer, and clerk, one of them liable to change each year. Women may vote for either of these elective officers, and may, if chosen, hold county or district school offices. With the approval of the county superintendent, 15 or more colored children in a district may have a separate school and teacher. Parents or guardians are required to send their healthy children or wards, 7-16 years of age, to school at least 3 months each year, on penalty of \$25 fine. High grade schools are provided for, in case of need for them.

## SCHOOL FINANCES.

As the territorial school lands are not available till the Territory shall become a State, provision for the support of public schools is made, meanwhile, by a tax of 2 mills annually on \$1 of all taxable property, and of \$2 on each taxable poll; besides which, each annual district meeting may vote such a tax as is thought to be necessary for teachers, school-houses, fuel, books for indigent scholars, and a library or libraries, if needed.

## CITY SCHOOL SYSTEM.

## LARAMIE CITY.

This flourishing city sends evidence of doing good school work in 1885, reporting 11 schools, graded from primary to high, with 563 registered pupils, 440 in average belonging, 427 in average daily attendance, and 241 perfect in attendance.

## PREPARATION AND QUALIFICATIONS OF TEACHERS.

## GENERAL REQUIREMENTS.

Persons proposing to teach in the public schools must obtain certificates of qualification, either from the territorial superintendent of public instruction or from the superintendents of schools in the counties in which they propose to teach. Examinations for these last must be competitive, if possible, and the certificate given must indicate the grade attained.

To aid in giving the instruction needed for obtaining such certificates, a territorial teachers' institute is required to be held annually from 4 to 10 days, the territorial superintendent presiding, and the several county superintendents, with all the principals of graded schools that can be present, aiding as far as may be. To make sure of the attendance of these principals, the territorial superintendent is authorized to provide for the payment of their traveling expenses.

## CHIEF TERRITORIAL SCHOOL OFFICER.

HON. JOHN SLAUGHTER, *territorial librarian, and ex-officio superintendent of public instruction, since 1873.*



## EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

### NATIONAL EDUCATIONAL ASSOCIATION.

#### GENERAL MEETING.

The twenty-fifth annual meeting of the National Educational Association was held at Saratoga, N. Y., July 14-17, 1885, President F. Louis Soldan in the chair.

Except the Madison meeting this gathering was the largest ever held, enrolling 1,570 persons, among whom was an unusually large number of prominent educators from all sections of the country. The fees for new members amounted to \$1,300.

After the address of welcome by Hon. David Murray, secretary of the New York State Board of Regents, and response by Superintendent Geo. T. Church, of Saratoga, the following topics were presented and fully discussed: "The ideal schoolmaster," by Gen. Thomas Morgan, of Providence, R. I.; "The teacher's tenure of office," by H. R. Waite, Boston; "Psychological inquiry," by Dr. Wm. T. Harris, of Concord, Mass.; "Learning to do by doing," by Rev. A. D. Mayo, Boston, Mass.; "The child's environments," by Miss Clara Conway, of Memphis, Tenn.; "The apprenticeship question and industrial schools in the United States," by Thomas Hampson, Washington, D. C.; and "Training for citizenship," by Geo. L. Fox, of New Haven, Conn.

Among those reported deceased during the year were Phineas Allen, of Newton, Mass.; C. W. Smith, superintendent of schools in Hennepin County, Minn.; Col. Mark Johnson, Atlanta, Ga.; William Harvey Wells, A. M., former superintendent of schools in Chicago and ex-president of the association; Charles Oliver Thompson, Ph. D., Terre Haute, Ind.; Superintendent C. W. Smith, St. Paul, Minn.; and Henry B. Norton, Santa Cruz, Cal.

The committee on resolutions submitted and the association adopted a series of utterances upon "Higher education of women," "Tenure of office," "Supervision of schools," "Use of tools," "Drawing and music," "National aid to education," "Indian education," "Education in Alaska," "Reading circles," "Pernicious literature," "Temperance," and also one of sympathy with General Grant in his dying hours.

The session closed with short addresses from representatives of the different sections of the United States, Principal C. C. Rounds speaking for New England, Dr. J. H. Hoose for the Middle States, Dr. E. E. White and Prest. Geo. T. Fairchild for the Western, and Miss Clara Conway and others for the Southern States.

#### NATIONAL COUNCIL OF EDUCATION.

This body held its fifth annual session at Saratoga, July 10-13, 1885, President White, of Cincinnati, in the chair.

The first business of the session was a report supplementary to the one submitted at the meeting in Madison, 1881, upon the subject, "Recess or no recess," by Dr. Hoose, of Cortland, N. Y. The discussion developed a preponderance of sentiment in favor of recess in public schools, and of more space for play grounds.

The other topics presented and discussed by the council were as follows: "Practice departments in normal schools," by Mr. Rounds, of New Hampshire; "State supervision of schools," by President Smart, of Indiana; "Academies, their place and function," by W. A. Mowry, of Massachusetts; "School reports," by John D. Philbrick, of Massachusetts; "Reforms in statistics," by T. W. Bicknell, of Massachusetts; and "Methods of pedagogical inquiry," by Dr. W. T. Harris, of Massachusetts. The council resolved that the legal school age should be from 4 to 21, and the obligatory school age from 6 to 14.

The session closed by a fitting memorial of the late Dr. Charles O. Thompson, and the introduction of Dr. D. B. Hagar as president for the ensuing year.

#### ELEMENTARY DEPARTMENT.

This department held its annual session at Saratoga, July 15-16, 1885, Supt. W. N. Barringer, of Newark, N. J., presiding, who, in his opening address, called attention to the rapid progress in improvements of methods in elementary instruction. Christine Schenck, of New York, made an earnest appeal for better moral instruction in schools. Papers were read by Clarence E. Meleney, of New Jersey, on "The true object of early school training;" by Zalmon Richards, of Washington, D. C., on "Language as an educator;" by Prof. L. R. Klemm, of Hamilton, Ohio, on "Methods in teaching geography;" and by W. M. Griffin, of Newark, N. J., on "Avenues to the mind."

## NORMAL DEPARTMENT.

This department, over which George P. Brown, of Terre Haute, Ind., presided, considered: "The relation of normal schools to the teachers' reading circle;" "The function of the normal school in our educational system;" and "The educational value of common school studies." These topics were fully discussed in the 2 sessions held by the department.

## DEPARTMENT OF HIGHER INSTRUCTION.

The president of this department, W. W. Folwell, being absent, Dr. Eli T. Tappan, of Ohio, took the chair. An hour was spent in discussing the differences between the university and the college, drifting into the consideration of the comparative educational value of prescribed and elective courses of study in colleges. Prof. Andrew F. West, of Princeton College, read a paper on "The relation of secondary education to the American university problem," followed by one from Prof. S. N. Fellows, of the University of Iowa, on "The practical value of college education." He stated that college graduates include one-half of one per cent. of the young men of our country; that these graduates have filled 58 per cent. of the chief national offices during the past hundred years; that the same results appear in the professional and organized industries; and also that the higher the rank of position the larger the per cent. of college graduates who occupy it; and still further, that a college education virtually adds ten years to a man's life, and not only increases the chances of material success, but refines, elevates, and ennobles character.

## DEPARTMENT OF SUPERINTENDENCE.

This branch of the association in its two sessions considered the subject of "County school supervision," by Hon. John W. Holcombe, of Indiana. This paper excited unusual interest, especially in regard to gradation in country schools, and a special committee was appointed to study the subject and report at the next meeting of the department. The other two subjects presented were "High schools and the state," by J. E. Seaman, of New Orleans, La.; and the "School superintendent as a business man," by Aaron Gove, of Denver, Colo.

## INDUSTRIAL DEPARTMENT.

During the two sessions of this department three interesting papers were read and discussed. The first was a report from Sec'y S. R. Thompson, on "The progress of industrial education during the year," in which he said that ten years ago, when it was proposed to start such an industrial department in connection with the National Association, its success was regarded as doubtful, but that the result had exceeded the expectation of the most sanguine. Charles H. Ham, of Chicago, read a paper on "Educational value of manual training," followed by one on "An outline of technical work for a manual training school," by Wm. F. M. Gross, of La Fayette, Ind.

## DEPARTMENT OF ART EDUCATION.

The sessions of this department of the National Educational Association were held July 15-17, 1885, President Otto Fuchs, of Maryland Institute, in the chair.

After the opening address by the president, Mrs. E. F. Dimock, of Chicago, introduced the topic of "Drawing in primary schools," illustrated by drawings of pupils. On motion of Mrs. Hicks, a committee was appointed to consider the relation of drawing to other studies and how its use in that direction can be best promoted.

Mr. Goodnough presented a plan for the supervision of several towns or cities by one teacher of drawing. Walter S. Perry, of Worcester, Mass., addressed the meeting on "Drawing in high schools," illustrated by an exhibit. This address is said to have been exceedingly instructive. Miss Kate C. Shattuck, of the St. Louis Normal School, read a paper on "Drawing in normal schools," illustrated by drawings and examples in terra cotta work by pupils. Charles M. Carter, of Massachusetts Normal Art School, Boston, gave an address on "Industrial drawing for primary and grammar schools," illustrating by an exhibit from Quincy, Mass., the method of teaching at the Massachusetts normal schools, the Normal Art School, and at the State teachers' institutes. Professor Fuchs read a paper on "Evening and industrial drawing schools," illustrated by a complete exhibit of the industrial drawing classes of the Maryland Institute. Prof. George H. Bartlett, principal of the Massachusetts Normal Art School, made the closing address on "Course of study now used in the Normal Art School," in which he compared results obtained from former instruction with that of to-day. The normal art school of the past is not that of the present. Former students were obliged to get their training as teachers after leaving the school. Now such is the demand for the best class of teachers that it is impossible to complete their training.



## DEPARTMENT OF MUSIC.

The sessions of this department occupied parts of three days, President Daniel B. Hagar, of Salem, Mass., in the chair, who read the first paper of the session on "The importance of music as a branch of school education," regarding it as a means of mental culture and considering its moral effects and its physical relations. "Voice building, physical culture, and elocution" was the theme of a paper by Prof. T. H. Brand, of Madison, Wis., followed by demonstrations of the tonic sol-fa system of singing, with the aid of a class of 30 children, by Prof. Theo. F. Seward. Prof. B. Jepsou, of New Haven, Conn., followed with a paper on "A plea for the element of music in primary grades." He deprecated marching songs and the combination of music with gymnastics as being disastrous to a proper management of the breath, emission of pure tone, attention to time, careful regard for expression, and correct pronunciation of words or syllables. He would have children regard song-singing as secondary. Omit the practice of music in the high school if you must, but begin and keep up systematic instruction in primary grades. An auxiliary committee of ladies was added to the officers of the department, and the sessions closed by the introduction of a class of young children from Boston, by Mr. H. E. Holtz, whose exercises in music greatly delighted the audience.

## KINDERGARTEN DEPARTMENT.

This department held its second annual meeting in parts of two days, President W. W. Hailmann in the chair. He stated that the purpose of the department was to test and sift kindergarten principles and methods, and to devise ways for their application in the school, and mapped out, in a general way, a plan of operations, but found many difficulties in the way. A paper by Mrs. Elizabeth Bond, on "The kindergarten in the mother's work," elicited hearty approval. Then followed a paper by Albert C. Boyden on "The relations of the kindergarten to the primary schools," in which he said, among other things, that every child, either at home or in an organized class, should from his earliest years be directed toward spontaneous activity. If the child can be started off from the first in the race of life in a way that will co-operate with nature in producing natural results, the primary school will not be burdened with preparing him to begin his school work. With a paper from Mrs. Hailmann, on "Some essentials of the kindergarten," the sessions closed.

## THE AMERICAN INSTITUTE OF INSTRUCTION.

This institute held its fifty-sixth annual session at Newport, R. I., July 7-10, 1885, with about 1,500 men and women in attendance. At the opening exercises on the evening of July 7th, President Patterson, of New Hampshire, introduced as the first speaker Rev. W. Randolph, who delivered a pleasing address of welcome to the educators. He was followed by Mayor Franklin and ex-Senator Sheffield, for the governor. In response to the welcome of the city and State, President Patterson in behalf of the institute said that the progress of education in the last fifty years has been as surprising as the triumphs in the fields of industrial enterprise. The special efforts of the scholars in this age are to bring the profoundest and truest scholarship to the aid of practical life. Education has made the masses masters of themselves and of the world.

Part of the morning session of the second day was devoted to President Patterson's annual address, in which he said that the true teacher must be a scholar; he need not necessarily have compassed the circle of the sciences, but must possess a spirit that instinctively seeks for hidden things. The function of the public school, he said, is to lift the standard of national taste, and to improve our educational methods. Prof. W. H. Paine followed, on "The new education," and L. H. Marvel, of Lewiston, Me., on "The province of supervision." One hour of the evening was occupied with an address on "Civil service reform among teachers," by Thomas W. Bicknell, editor of the *N. E. Journal of Education*, in which he gave the number of teachers in the United States, cited the importance of the profession, and gave as the causes tending to depreciate teaching, "inadequate preparation," "lack of professional enthusiasm," and "short tenure of office and small pay." This was followed by Mrs. A. G. Woolson, on "George Eliot and her heroines." The exercises of the third day consisted of papers on "The teacher's duty," by F. W. Tilton; "The education needed," by H. M. Willard, of Virginia; "Too much of a good thing," by Prof. S. R. Thompson. The evening was devoted to addresses by Miss Freeman, president of Wellesley College, on "Influence of woman's education on national character," and by Col. H. B. Sprague on the need of "An educational party." Papers and addresses of the last day were on "Horace Mann," by Prof. Amos Hadley; "Geometry and its methods as a means of discipline," by Prof. R. Fletcher, of Dartmouth College; "The necessity for evening schools," by Edwin P. Seaver, city superintendent of schools, Boston; and "Greek in the colleges," by Noah Porter, president of Yale College. President Patterson was unanimously re-elected for the ensuing year, and resolutions presented by J. R. Blackinton and Rev. A. A. Miner, of Boston, were adopted, after which the institute adjourned.



## THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The annual meeting of this association was held at Ann Arbor, August 27, 1885. In Section A papers were read on subjects relating to the sun, planets, and astronomical instruments.

In Section B Prof. S. P. Langley, of Allegheny, opened with a paper on "The spectra of some sources of invisible heat," describing experiments with a spectroscope which led him to believe that the wave length of light is greater than has been believed. Other papers were read on different phases of optics, and on the chemical behavior of iron in the magnetic field.

In Section C papers were read on "Butter crystallization;" "Calorimetric method for estimation of phosphorus in iron and steel;" and "The electrical furnace, and reduction of the oxides of boron, silicon, aluminum, and other metals, by carbon."

In Section D, on mechanical science, papers were read on "Strength of staybolts in boilers;" "Universal form of pressure motor;" and "The use and value of accurate standards for surveyors' chains;" and a committee reported as to the best method of teaching mechanical engineering.

In Section E the geology of Ann Arbor was described; also papers were read on the lower Helderberg period in New York; the structure and relations of the Dakota group; the structure of the quaternary deposits of Illinois; the post-glacial changes of level in the basin of Lake Ontario, as observed in the old beach outline of that lake; the sources of trend and crustal surplusages in mountain structure.

In Section F papers were read on "Cross fertilization;" "Germination;" "Influence of cocaine and atropine on the organs of circulation;" "The song notes of the periodical locust;" and "Some popular fallacies and new facts regarding the seventeen-year locusts;" "Proof that bacteria are the direct cause of the disease in trees known as 'pearblight';" and on "Mechanical injury of trees by cold."

## THE AMERICAN SOCIAL SCIENCE ASSOCIATION.

In the series of meetings held by this association at Saratoga, 1885, the department of education met Sept. 8th, Dr. W. T. Harris in the chair. In his address he spoke of the advance in material civilization as the mainspring by which the highest mental, moral, and ethical powers of mankind are developed and brought into action. This was followed by papers on "The relation of the drama to education;" "Education in the city, as contrasted with the country;" on "Schools of political science;" "The place of art in education," by Prof. Thos. Davidson, of Orange, N. J. This paper was regarded as a thoughtful presentation of a subject too generally misunderstood or ignored.

## AMERICAN ECONOMIC ASSOCIATION.

A few gentlemen met at Saratoga September 8, 1885, to consider the advisability of organizing an American economic association, the need of one having for some time been felt by the advanced American political economists. After due deliberation an organization was effected, the object being the encouragement of research, the publication of monographs, and the establishment of a bureau of information.

Among its principles are: (1) We regard the State as an agency whose positive assistance is one of the indispensable conditions of human progress. (2) We hold that the conflict of labor and capital has brought into prominence a vast number of social problems whose solution requires the united efforts of the church, the state, and of science.

Francis A. Walker, LL. D., of Boston, was appointed president; Henry C. Adams, Ph. D. of the University of Michigan, Edmund J. James, Ph. D. of the University of Pennsylvania, and J. B. Clark, Ph. D. of Smith College, vice presidents; and R. T. Ely, Ph. D. of Johns Hopkins University, secretary. The direction of the work was given to a council, consisting of some educators of wide reputation. The association began with fifty members, and with fair prospects of influence and usefulness.

## AMERICAN HISTORICAL ASSOCIATION.

This association held its second annual session at Saratoga, September 8-10, 1885, Hon. Andrew D. White presiding. His opening address was on "The influence of American ideas upon the French Revolution," followed by Goldwin Smith, of Canada, on "The political history of Canada." Prof. T. R. Bracket, of Johns Hopkins University, made a report on certain studies in the institution of African slavery in the United States; Justin Winsor, of Harvard University, read a paper on "An Italian Portolano in the sixteenth century;" Prof. Herbert Tuttle, of Cornell University, on "New materials for the history of Frederick the Great;" Prof. E. Emerson, of Harvard, on "Recent controversies concerning the Reformation;" Rt. Rev. C. F. Robertson, Bishop of Missouri, on "The

Louisiana purchase and its influence upon the American system;" Miss Lucy M. Salmon, of the University of Michigan, on "The history of the appointing power of the President of the United States;" John A. Porter, of Washington, D. C., on "The origin and administration of the city of Washington;" Prof. H. R. Adams, on "The Society to encourage home study;" Irving Elting, A. B. of Harvard, on "Dutch village communities on the Hudson River;" Josiah Royce, Ph. D. of Harvard, on "The secret history of the acquisition of California." "The development of the modern cometary system," "The study of the constitutional and political history of the United States," "History of American political economy," and "Materials for American history in foreign archives," were topics for papers of large interest. The closing one was from Gen. George W. Cullum, on "The disposal of Burgoyne's troops after the Saratoga convention of 1777."

President for ensuing year, Hon. George Bancroft.

#### AMERICAN INSTITUTE OF CIVICS.

The convocation of this new institute, representing State councils, held its first meeting at Saratoga in July, 1885, General John Eaton, LL. D., in the chair. The purpose of its founders was stated as being "education for citizenship." B. G. Northrop, LL. D., of the Connecticut council, delivered an address on "Right thinking in its relation to citizenship," with special reference to its influence upon the relations of capital and labor; Wm. N. Hailmann, LL. D., of the Indiana council, followed in an address entitled "When shall teaching in civics begin?" Prof. W. H. Paine, of the University of Michigan, spoke on "Education with reference to taxation;" Gen. H. B. Carrington, LL. D., U. S. Army, presented as one feature of the work the promotion of not only equality, but quality in citizenship. President Waite stated that it was the purpose of its officers not to present a complete syllabus of its plans until they could have the benefit of the fullest possible consensus of the opinions of its counselors.

"The science of civics and the subjects it should embrace" was presented by Hon. E. E. White, of the Ohio council, who said that it had a broader significance than that attached to political science, including not only the science of government, but also political economy, and that part of social science which is related to government and citizenship. Prof. E. J. James, of the Pennsylvania council, said that however important was the definition of the new term "civics," it was of more immediate importance to decide upon means for making the work of the institute effectual, as in the majority of college courses almost nothing of value is offered in relation to this important subject. Educational means must be employed to cure the evils of strikes and communistic governments. The work of the institute should be to provide these means. Dr. E. L. Youmans believed that the work contemplated by the institute was of the highest importance. John S. Clark, of the Massachusetts council, spoke on "Industrial training as related to citizenship;" and Hon. J. P. Wickersham, of the Pennsylvania council, urged the need of a popular sentiment which shall secure fuller protection of the jury system and the ballot-box. J. W. Holcombe, of the Indiana council, said, "We must train political leaders who will bring intelligence to the discussion of public questions." W. E. Sheldon, of the Massachusetts council, believed that the institute would find a useful field in connection with lyceums and similar organizations. Its official organ is the *Citizen*, a monthly periodical published by D. Lothrop & Co., Boston, Mass.

The institute has over 2,000 members, including in its active membership and State counselors many of the foremost men in the country.

Its advisory board consists of Hon. Morrison R. Waite, Chief Justice of the United States, as president; Hon. H. Colquitt, Georgia; Hon. John Eaton, LL. D.; Rev. Noah Porter, late president of Yale College; Hon. Wm. Preston Johnston, president of Tulane University, Louisiana; Hon. Hugh McCullough; Rev. Julius Seeley, president of Amherst College; and Hon. Justin S. Morrill, of Vermont.

#### THE NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

This association held its semi-annual meeting in Boston, October 30, 1885. Superintendent Fisher, of Weymouth, Mass., presiding. Forty-nine State and city superintendents of schools were in attendance, representing all the New England States but Connecticut. The subject of the meeting was "Criticism of the public schools." Papers were read on "The position of the press," by B. F. Tweed, of Cambridge; "The old and the new," by A. P. Stone, of Springfield, in which he cited, as some of the fruits of the new system, the abolition of the rate bill, the establishment of free schools, admitting girls into the public schools, increased length of schools, the establishment of colored and evening schools, better teachers, text books, school-houses, and health conditions, and the introduction of industrial elements.

"Views of business men on the advantages of a public school education in business life" were presented by Superintendent Conley, of Lowell. In relation to industrial



training, some opposed and some favored it in the schools, the main criticism being that the teaching in the public schools was not up to the needs of many pupils, and that practical studies should be emphasized. The high school was admitted to be a valuable factor for preparing for business life. A discussion on overworking pupils in public schools was opened by J. T. Prince, of Waltham, in which he expressed his opinion that daily marking, extra credits, and promotion examinations lead to nervous exhaustion in a few cases; but excess in eating, late hours, and parties are more frequent causes of ill health and poor scholarship. The school exhibition, he said, is a relic of barbarism; there is as much danger from underwork as overwork. Superintendent Connell, of Fall River, introduced a resolution expressing the opinion of the meeting in favor of a law for the more permanent tenure of teachers in the public schools, which was adopted. G. I. Aldrich, of Quincy, was elected president for the ensuing year, and the association adjourned.

#### MODERN LANGUAGE ASSOCIATION.

The second annual convention of the Modern Language Association of America was held in New York City, December 29, 1884, Franklin Carter, president of Williams College, in the chair. Some interesting letters of Jean Paul Richter were read, followed by papers on "The college course of English literature, and how it may be improved," and "The genitive in Old French." The subject of the evening discussion was "The practicability of substituting a modern for an ancient language in preliminary examinations for colleges." Professor Boyesen, of Columbia College, said that the advantages of the Greek language were greatly exaggerated, and offered a resolution substituting German or French for Greek. Professor Cohen, of Harvard, and Professor March, of Lafayette College, opposed the resolution, while Professor Schmitz, of the Brooklyn Adelphi Academy, and Professor Fay, of Tufts College, spoke in its favor. The resolution was laid over. Professor Brandt, of Hamilton College, read a paper relating to the extent to which purely scientific grammar may enter into the ordinary college classes, and how far the latest results of scientific research may be embodied in text books. The main reason, the professor said, of the loose and unsystematic methods of teaching modern languages is the lack of the dignity and weight which comes from a scientific basis. He was not in favor of giving up the old languages, but thought that French, scientifically studied, was worth, as a discipline, any amount of Greek and Latin. Professor Gummer, of Massachusetts, read a paper on "The place of Old English philology in elementary schools," and Professor Joines, of South Carolina, gave a statement of the progress of the study of modern languages in the southern colleges since the War; after which President Carter was re-elected for the ensuing year, and the association adjourned.

#### THE NEW ENGLAND NORMAL SCHOOL TEACHERS' ASSOCIATION.

The eighth annual meeting of this association was held in Boston February 6, 1885, Miss Ellen Hyde, of Framingham, presiding. The morning exercises were devoted to a paper by Principal C. C. Rounds, of the New Hampshire State Normal School, on "Professional reading." Doctor Rounds presented a valuable list of books which he had found useful in his professional work. Other books were added to the list by Messrs. Boyden, Dunton, Hagar, and Morgan, and on motion of Doctor Dunton, the association requested Doctor Rounds to publish this list of pedagogical books, with such a review of each as he might desire.

On re-assembling in the afternoon session, officers were elected for the ensuing year as follows: President, C. C. Rounds, of New Hampshire; vice-president, T. J. Morgan, of Rhode Island; secretary, Miss Davis, of Massachusetts. The regular exercises being resumed, Prof. W. H. Paine, of Ann Arbor, presented a paper entitled "The normal school problem." The speaker briefly outlined the aims of the founders of the normal schools in this country, reviewed their progress, and suggested lines of possible growth. The normal school, he said, is not only an essential instrument of general education, but is also a product of modern civilization, and, though in its infancy, it has come to stay. Its proper sphere is that of a leader and a model for all public schools, both in methods and matter. It should never so train the teacher in technical methods as to deaden all ambition for general culture, the great desideratum of all true teachers. To this end, the normal school should always give prominence to the scientific aspect of education, the method being left to the ingenuity and resources of a well-stored mind, and this well-stored mind should be one of the great aims of the normal school. The professor further said that the outlook for broad culture in the teacher is likely to diminish in proportion as the technical element is brought into prominence. By the constant repetition of a certain train of ideas, the mind seems to lose the ability to work in any other direction.

The paper was discussed by different members, and rather severely criticised by Principal Carrol, of Connecticut, who did not think it absolutely necessary that all teach-



ers should be graduates of a college or normal school, as some of the best primary teachers were only graduates of lower schools, and many of the ablest women teachers in the country had never entered a college. Other speakers, while agreeing in many points with Professor Paine's presentation of the subject, leaned to the opinion that the question of culture or non-culture in the tendency of technical instruction in methods depended largely on the presentation and handling of the subject. If the scientific and humanitarian end be constantly kept in view, the result must be a broadening and ennobling of the whole man. The discussion having closed, the association unanimously passed a vote of thanks to Professor Paine, requesting the paper for publication, and the association adjourned.

### EDUCATIONAL CONVENTIONS AT NEW ORLEANS.<sup>1</sup>

A public reception of the International Congress of Educators, the Department of Superintendence of the National Educational Association, and the special delegation of the National Educational Association appointed at Madison July 23, 1884, was held at New Orleans February 23, 1885. Addresses were made by Hon. Charles E. Fenner, of Louisiana; Col. William P. Johnston, of Tulane University; Hon. John Eaton, LL. D., of Washington, D. C.; and Rev. A. D. Mayo, associate editor of the *New England Journal of Education*.

The Department of Superintendence met at Tulane University February 24th, Hon. John Hancock presiding. Hon. Warren Easton, State superintendent of public instruction, Louisiana, delivered the address of welcome, followed by papers on "School economy," by Hon. A. J. Rickoff; "The inner workings of the University of Virginia," by Prof. James M. Garnett; "A true course of study for elementary schools," by Hon. E. E. White; "Rise and progress of public education in Texas," by Superintendent W. C. Rote; "Co-ordination in instruction and in education," by Brother Noah; "Moral education in the common schools," by Dr. W. T. Harris; and "The relation of the university to the common school," by Col. William Preston Johnston.

### NATIONAL TEACHERS' READING CIRCLE.

In securing the professional training of teachers the teachers' reading circles promise to become a most important adjunct to the normal schools and teachers' institutes.

A large number of the friends of the movement, desirous of advancing its interests by a national organization, called a meeting, which was held in connection with the National Educational Association in July, 1885. The attendance was large, speeches and proceedings enthusiastic, Superintendent John Hancock presiding. Mrs. Delia Lathrop Williams, of Ohio, gave an account of the movement in that State; Dr. S. N. Fellows, professor in Iowa University, gave the history of the circle in that State; Prof. W. H. Payne an account of the circle in Michigan; Dr. George P. Brown, an account of the movement in Indiana; ex-Superintendent Speer, of Kansas, spoke of the movement in that State; Dr. J. W. Stearns, of Wisconsin, said that his State was following the lead of Ohio, Indiana, and other States; and Prof. S. S. Parr gave an account of the movement in Minnesota. A strong desire was expressed for national recognition.

### THE TWELFTH CHAUTAUQUA ASSEMBLY.

At the twelfth Chautauqua Assembly, beginning July 2, 1885, it soon became apparent that the assembly of 1885 was a year's growth in advance of that of 1884. The session was divided into 4 sections: the preliminary session, the July meetings, the assembly, and the after-week. The July meetings included 3 weeks of the schools of language, and the teachers' retreat. The attendance on the former numbered 160, from 23 States. The teachers' retreat was under the control of Prof. J. W. Dickinson, of Massachusetts. The departments were manned to do the most advanced work, the pupils representing 20 States and Canada. With the schools of language were classes in elocution, calisthenics, microscopy, penmanship, phonography, type-writing, stenography, geology, forestry, and other kindred subjects.

During the meeting of the assembly new developments were announced, the most important being the completed plan for the Chautauqua University. The scheme divides the university into the departments of the assembly, the summer sessions of the schools of language, the Chautauqua Literary and Scientific Circle, the school of liberal arts, and the Chautauqua press. Advanced plans for work in all these departments were provided. The faculty secured is said to be rich in strong names, and each section is under the direction of some eminent leader. It is also claimed that there is a true university

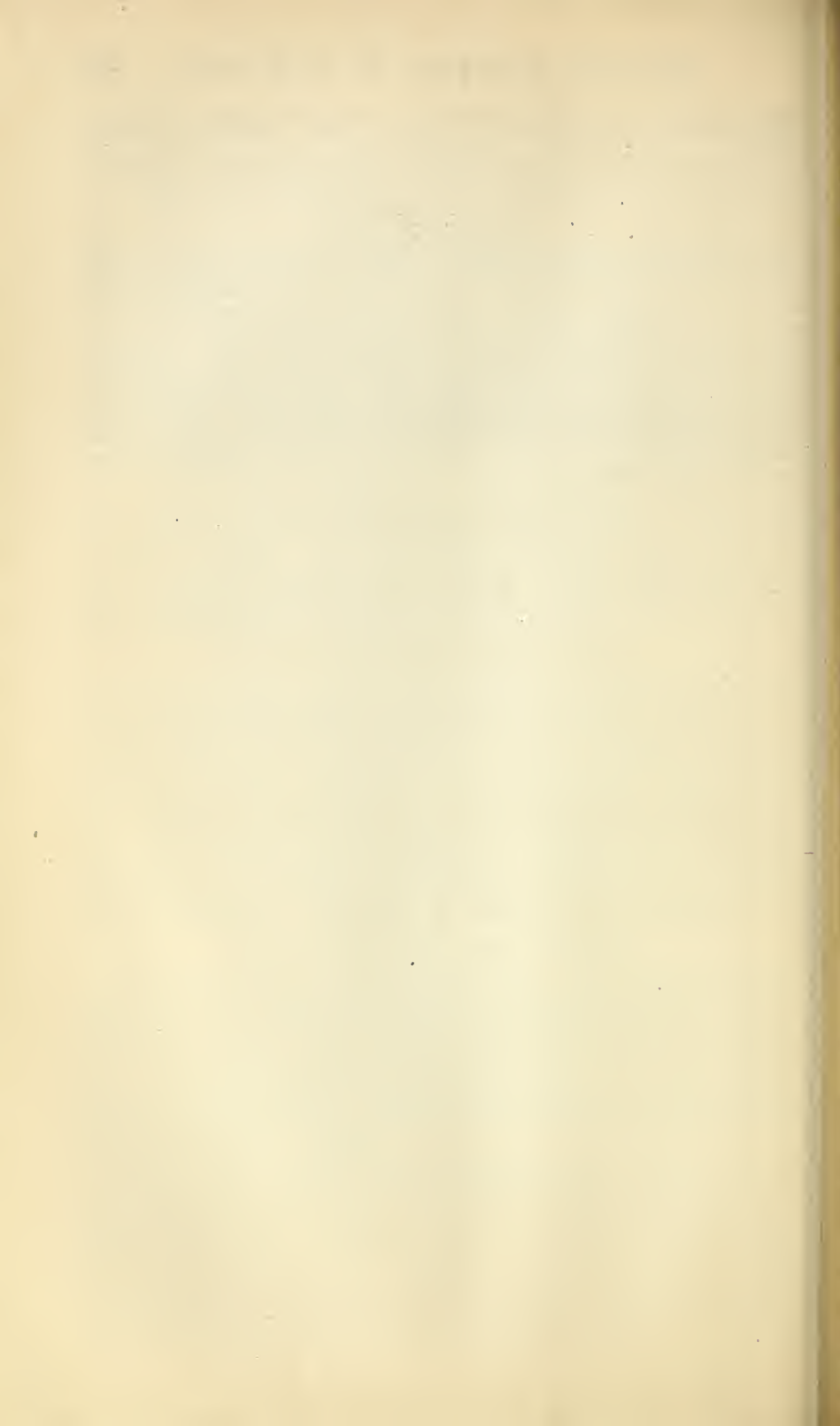
<sup>1</sup> For a detailed account of the proceedings of the educational bodies which held their sessions at New Orleans during the continuance of the World's Industrial and Cotton Centennial Exposition of 1884-'85, see the Special Report of the Bureau of Education upon this subject.

breadth in the variety of study offered, while the courses outlined for the different sections are quite as exacting in their requirements as similar courses in any university known.

The problem of supplying the large constituency with prescribed books was solved by the establishment of the Chautauqua press at 117 Franklin street, Boston, Mass.

#### FROEBEL INSTITUTE.

This institute held its annual meeting at Saratoga in July, 1885. President Hailmann, of La Porte, Ind., read his report, in which he said that the special objects of the organization were the diffusion of Froebel literature and the establishment and encouragement of kindergärten in all parts of the country; he recommended the creation of committees on statistics, finance, and the condition of training schools, especially the last, in view of the inroads of "cram" in the kindergärten of our land. The reports from Cincinnati, Indianapolis, Montpelier, Philadelphia, Grand Rapids, and Washington, D. C., were of a most pleasing character. Prof. L. W. Mason reported remarkable progress of kindergärten in Japan; President Irwin Shepherd gave an account of the great influence of the kindergarten department of the Winona normal school for the last 5 years; President Hailmann, of the extensive charity work done in Chicago by the free kindergärten of that city; and Mrs. E. P. Bond gave an instructive account of the unique work in Florence, Mass.





---

---

APPENDIX.

---

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

---

---

TABLE I.—PART I.—Statistics of the school systems of the States and Territories, showing &amp;c., for 1884-'85; from replies to inquiries

	States and Territories.	Report for the year—	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
	1	2	3	4	5	6
1	Alabama .....	1884-'85	Oct. 1	Sept. 30	7-21	420,413
2	Arkansas .....	1883-'84	July 1	June 30	6-21	316,356
3	California .....	<sup>a</sup> 1884-'85	Sept. 1	Aug. 31	5-17	250,097
4	Colorado .....	1884-'85	Sept. 1	Aug. 31	6-21	57,955
5	Connecticut .....	1884-'85	Sept. 1	Aug. 31	4-16	151,009
6	Delaware .....	1883-'84	.....	Dec. 1	6-21	<sup>d</sup> 40,509
7	Florida .....	1884-'85	Oct. 1	Sept. 30	6-21	<sup>e</sup> 66,798
8	Georgia .....	1884	Jan. 1	Dec. 31	6-18	<sup>f</sup> 508,722
9	Illinois .....	1884-'85	July 1	June 30	6-21	1,077,302
10	Indiana .....	1883-'84	Sept. 1	Sept. 1	6-21	722,851
11	Iowa .....	1883-'84	Mar. —	Mar. —	5-21	623,151
12	Kansas .....	1884-'85	Aug. 1	July 31	5-21	461,044
13	Kentucky .....	1882-'83	.....	.....	6-20	581,322
14	Louisiana .....	1885	Jan. 1	Dec. 31	<sup>g</sup> 6-18	<sup>h</sup> 291,049
15	Maine .....	1884-'85	Apr. 1	Mar. 31	4-21	213,863
16	Maryland .....	1884-'85	Sept. 1	July 31	<sup>i</sup> 5-20	<sup>j</sup> 295,215
17	Massachusetts .....	1884-'85	Sept. —	June —	5-15	342,810
18	Michigan .....	1884-'85	Sept. 1	Sept. 1	5-20	595,687
19	Minnesota .....	1884-'85	Aug. 1	July 31	5-21	<sup>k</sup> 359,366
20	Mississippi .....	1884	Jan. 1	Dec. 31	5-21	444,131
21	Missouri .....	1884-'85	July 1	June 30	6-20	805,313
22	Nebraska .....	1884-'85	July —	July —	5-21	233,238
23	Nevada .....	1883-'84	Sept. 1	Aug. 31	6-18	9,593
24	New Hampshire .....	1885	.....	.....	5-15	<sup>l</sup> 60,899
25	New Jersey .....	1883-'84	Sept. 1	Aug. 31	5-18	356,061
26	New York .....	1884-'85	Aug. 21	Aug. 20	5-21	1,721,126
27	North Carolina .....	1885	Dec. 1	Nov. 30	6-21	530,127
28	Ohio .....	1884-'85	Sept. 1	Aug. 31	6-21	1,095,469
29	Oregon .....	1884-'85	Sept. —	June —	<sup>k</sup> 4-20	80,018
30	Pennsylvania .....	1884-'85	June 1	June 1	6-21	<sup>l</sup> 1,422,377
31	Rhode Island .....	1884-'85	May 1	Apr. 30	<sup>m</sup> 5-15	60,147
32	South Carolina .....	1884-'85	Nov. 1	Aug. 31	6-16	<sup>n</sup> 262,279
33	Tennessee .....	1884-'85	July 1	June 30	6-21	603,831
34	Texas .....	1883-'84	Sept. 1	Aug. 31	8-16	311,134
35	Vermont .....	1884-'85	Apr. 1	Mar. 31	5-20	<sup>o</sup> 99,463
36	Virginia .....	1884-'85	Aug. 1	July 31	5-21	<sup>p</sup> 610,271
37	West Virginia .....	1884-'85	July 1	June 30	6-21	236,065
38	Wisconsin .....	1884-'85	July 1	June 30	4-20	545,084
39	Arizona .....	1884-'85	July 1	June 30	6-18	10,220
40	Dakota .....	1884-'85	July 1	June 30	7-20	87,563
41	District of Columbia .....	1884-'85	July 1	June 30	<sup>q</sup> 6-17	<sup>r</sup> 43,537
42	Idaho .....	1884-'85	Sept. 1	Aug. 31	5-21	15,399
43	Montana .....	1884-'85	Sept. 1	Aug. 31	4-21	16,796
44	New Mexico .....	1880	.....	.....	7-18	<sup>s</sup> 29,255
45	Utah .....	1884-'85	July 1	June 30	6-18	50,638
46	Washington .....	1884-'85	July 1	June 30	6-21	37,156
47	Wyoming .....	1880	.....	.....	7-21	<sup>t</sup> 4,112
48	Indian:					
	Cherokees .....	1882-'84	.....	.....	.....	<sup>u</sup> 5,000
	Chickasaws .....	1883-'84	.....	.....	.....	<sup>v</sup> 1,000
	Choctaws .....	1883-'84	.....	.....	.....	<sup>w</sup> 3,000
	Creeks .....	1883-'84	.....	.....	.....	<sup>x</sup> 2,000
	Seminoles .....	1883-'84	.....	.....	.....	<sup>y</sup> 450

<sup>a</sup> The figures for enrollment, school population, attendance, number of teachers, &c., are for 1884-'85; all financial statistics, except average monthly pay of teachers, are for 1883-'84.

<sup>b</sup> For the winter term.

<sup>c</sup> Not including colored children in Wilmington.

<sup>d</sup> Approximately.

<sup>e</sup> School census of 1884.

<sup>f</sup> Corrected State school census of 1882.

<sup>g</sup> Inclusive.

the school population, enrollment, attendance, duration of schools, number and pay of teachers, by the United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
Sex.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrollment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
					233,909		144,572
167,136	149,220				153,216		
					184,001		116,028
29,279	28,676		13,710	44,245	38,835		24,747
					125,718		682,654
					31,263		221,447
					62,327		45,850
546,342	530,960				291,505		195,035
316,594	306,557				738,787		490,536
					501,142		325,499
					472,966		284,498
					335,538		194,325
h144,538	h146,511				282,514		178,672
					99,941		70,246
					144,909		99,239
					176,393		92,963
					339,714	282,154	253,955
					411,954		
					232,721		118,697
					279,020	232,301	184,421
411,441	393,872				544,147		371,896
121,376	121,802				161,918		dj81,430
4,822	4,771				7,868		5,227
					63,656		45,160
					216,792		122,930
					1,024,845		611,019
					298,166		185,578
563,425	532,044		285,441	810,028	774,660	621,084	517,569
41,100	33,913	24,850	10,500	44,668	46,107	35,780	31,005
h707,809	h714,568				982,158		657,128
30,212	29,935				552,665	733,766	394,114
h133,003	h129,276			h262,279	178,023		122,093
309,293	294,533				373,877		m192,403
					244,895		
					71,659		49,031
n310,689	n290,582				303,343		176,469
122,741	113,324		57,534	178,531	171,533		109,177
277,110	267,974				321,718		174,844
5,236	4,934				6,040	4,968	4,232
44,657	42,906				69,075		j32,520
h20,988	h22,549		h6,026	h37,511	28,659	25,026	23,296
8,013	7,386				10,037		
8,623	8,173				9,750		j4,465
					h4,755		h3,150
25,835	24,803		1,508		29,978		18,678
					26,397		17,504
					h2,907		h1,920
					4,798		2,925
					449		p183
					1,163		
					1,200		771
					252		p99

h United States Census of 1880.

i This is the age for distribution of school funds; for free attendance it is 6-21 for whites and 6-20 for colored.

j For 1883-'84.

k This is the age for distribution of school funds; for free attendance it is 6-21.

l Includes evening school reports.

m Several large counties failed to report this item.

n School census of 1885; the State school census of 1880 was, however, the basis for distribution of school funds in 1885.

o In 1883.

p In boarding schools only.



TABLE I.—PART 1.—Statistics of the school systems of the States and Territories,

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of schools in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama			82.4				
2 Arkansas							
3 California			140		(19,519)		
4 Colorado			b171 c108		(1,654)		
5 Connecticut			179.18		(d14,480)		
6 Delaware			g157.4				
7 Florida			95		(1,724)		
8 Georgia				i17,315	i16,443	6,454	5,943
9 Illinois			152		(78,164)		
10 Indiana			126		(15,308)		
11 Iowa			144		(17,158)		
12 Kansas	(7,914)		116.5				
13 Kentucky			102				
14 Louisiana			g110 m108.02		(21,746)		
15 Maine	4,772		106			(9,596)	
16 Maryland			198				
17 Massachusetts			184	(25,626)		(9,346)	
18 Michigan			141.83		(20,458)		
19 Minnesota			116				
20 Mississippi			o78.50				
21 Missouri	11,015		p180				
22 Nebraska			107				
23 Nevada			q120	(k1,250)		(1,225)	
24 New Hampshire			148.6		(2554)		
25 New Jersey			99.75		(5,804)		
26 New York			192		(48,962)		
27 North Carolina			179		(r166,898)		
28 Ohio	17,564		g61.67 m62.50				
29 Oregon			157		(11,803)		
30 Pennsylvania			95		(95,230)		
31 Rhode Island	882	125	155.98		(30,855)		
32 South Carolina			186		(88,414)		
33 Tennessee			70				
34 Texas			80		(25,569)		
35 Vermont	2,560		o190 p164.6				
36 Virginia			126		(98,004)		
37 West Virginia	3,124	42	118.4	(22,396)		(6,680)	
38 Wisconsin	6,740		96		(915,616)		
39 Arizona	119		170				
40 Dakota			152				
41 District of Columbia	434		99				
42 Idaho			g185.5 m183				
43 Montana			102		(391)		
44 New Mexico							
45 Utah	455		145				
46 Washington			92		(1,836)		
47 Wyoming							
48 Indian:							
Cherokees							
Chickasaws							
Choctaws							
Creeks							
Seminoles							

a For white teachers only; for colored teachers the average monthly salary is \$22.78.

b In graded schools.

c In ungraded schools.

d Number of census children attending private schools.

e Number employed in winter.

f Number employed in summer.

g For white schools only.

h For white teachers; for colored teachers the average salary is \$24.

i These figures are incomplete, only a little over one-half of the total number of counties making reports on this subject.

j In 1883.

k Estimated.

showing the school population, enrollment, attendance, &c., for 1884-'85—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.				
Teachers in said schools in all grades.										
Teachers.										
Male.	Female.	Male.	Female.	Total.	Male.	Female.				
22	23	24	25	26	27	28	29			
		3,536	1,856	5,392		(a\$23 76)		1		
		2,236	663	2,899				2		
		1,124	3,118	4,242		\$70 97	\$65 89	3		
		334	863	1,197	1,022	67 22	57 36	4		
		e546	f2,625	3,171		69 16	37 64	5		
		(624)		624		(h32 31)		6		
		921	732	1,653	1,653	(29 34)		7		
		(j1,357)	(j6,970)	j6,970				8		
915	1,254	6,804	13,815	20,619	k18,500	52 45	41 12	9		
		6,821	6,491	13,312		(39 66)		10		
		5,760	17,359	23,119		37 40	30 42	11		
		3,586	5,454	9,040		40 85	30 28	12		
		g3,721	g3,287	g7,008		(l23 33)		13		
		(771)	994	1,126		{ g34 82	g31 75	14		
						m20 36	m27 50	15		
		2,068	7,590	9,658	k3,300	n32 07	n15 84	16		
		1,178	2,240	3,418	8,177	(k41 33)		17		
262	452	1,061	8,460	9,521	9,621	120 72	43 85	18		
		3,876	11,482	15,358		46 17	31 18	19		
		1,794	4,776	6,570		39 21	29 93	20		
		3,917	2,889	6,806	6,806	(28 73)		21		
		(12,834)		12,834	11,015	(40 32)		22		
(130)		2,369	5,323	7,692	k5,000	43 00	36 40	23		
		60	170	230		140 50	96 01	24		
		424	3,062	3,486		39 21	23 20	25		
		837	2,850	3,687		61 63	35 64	26		
		6,021	25,378	31,399	21,824	(44 84)		27		
		q3,706	q1,905	q5,611		{ (r5 75)		28		
		(605)	10,787	13,841	18,181	(m23 30)		29		
		(q206)	743	958	1,920	54 00	40 00	30		
		(1,028)	8,471	14,393	22,864	48 22	36 96	31		
		t260	t1,194	t1,463	t1,207	39 01	30 08	32		
		2,119	1,654	3,773		80 21	43 71	33		
(1,132)		4,999	2,215	7,214		27 50	24 48	34		
			(86)			(28 52)		35		
		4,326	1,957	6,369				36		
		559	3,696	4,255		31 56	21 28	37		
		3,351	3,242	6,593		31 00	26 83	38		
		3,239	1,572	4,811	4,811	(26 31)		39		
		2,422	8,444	10,866	7,006	o41 75	o28 20	40		
		56	92	148	137	p105 72	p38 54	41		
		1,284	2,861	4,145		(s7 84)		42		
		58	507	565	g403	38 23	31 29	43		
						g80 90	g61 00	44		
		100	237	337		(61 53)		45		
		u128	u36	u164		86 00	56 00	46		
		290	324	614		(u30 67)		47		
		(90)				49 10	29 60	48		
		391	550	1,040	900	45 00	37 00	49		
		u31	u39	u70		(u60 23)		50		
		(132)		132				51		
		(16)		16				52		
		(39)		59				53		
		(69)		69				54		
		(17)		17				55		

l For white teachers in counties; average salary of p In the cities.

white teachers in the cities: males, \$103.45; fe- g In 1883-'84.

males, \$99.94. r In normal schools, academies, and private schools.

m For colored schools.

n Excluding board, which costs the districts an s Number of census children reported as attending

average of \$8 20 a month for each teacher. Catholic and select schools.

o In the counties. t Includes evening school reports.

u United States census of 1880.

TABLE I.—PART 2.—Statistics of the school systems of the States and

States and Territories.	ANNUAL INCOME.			
	From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1	30	31	32	33
1 Alabama.....	a\$230,000	b\$138,010	.....	\$142,350
2 Arkansas.....	.....	.....	.....	.....
3 California.....	d1,893,011	e1,411,544	.....	.....
4 Colorado.....	.....	910,125	\$910,125	42,064
5 Connecticut.....	226,604	1,289,807	1,516,411	120,855
6 Delaware.....	a152,050	1161,048	.....	.....
7 Florida.....	70,667	233,567	304,234	31,750
8 Georgia.....	(476,832)	.....	476,832	.....
9 Illinois.....	1,000,000	7,915,077	8,915,077	603,296
10 Indiana.....	.....	.....	.....	.....
11 Iowa.....	d690,223	4,972,278	.....	.....
12 Kansas.....	.....	12,021,053	12,021,053	1304,445
13 Kentucky.....	.....	.....	.....	.....
14 Louisiana.....	.....	.....	.....	.....
15 Maine.....	235,945	705,660	941,605	95,273
16 Maryland.....	496,458	996,707	1,493,165	53,502
17 Massachusetts.....	.....	6,754,419	6,754,419	172,547
18 Michigan.....	0	3,379,310	3,379,310	705,664
19 Minnesota.....	.....	.....	1,611,228	320,474
20 Mississippi.....	300,000	506,320	806,320	66,060
21 Missouri.....	407,176	2,888,393	3,295,569	682,229
22 Nebraska.....	144,555	2,285,547	2,431,102	254,897
23 Nevada.....	d53,556	112,179	.....	.....
24 New Hampshire.....	(572,755)	.....	572,755	39,679
25 New Jersey.....	o1,396,968	c883,892	o2,280,860	o100,000
26 New York.....	2,750,000	9,712,324	12,462,324	170,000
27 North Carolina.....	(631,904)	.....	631,904	.....
28 Ohio.....	1,630,768	7,213,254	8,844,022	255,689
29 Oregon.....	(401,266)	.....	401,266	60,000
30 Pennsylvania.....	.....	.....	.....	.....
31 Rhode Island.....	q81,388	q616,717	q698,105	12,191
32 South Carolina.....	(7441,599)	.....	7441,599	.....
33 Tennessee.....	d145,017	769,896	914,413	.....
34 Texas.....	d1,399,874	.....	.....	.....
35 Vermont.....	.....	519,830	519,830	49,845
36 Virginia.....	.....	.....	.....	.....
37 West Virginia.....	d185,616	771,534	957,150	.....
38 Wisconsin.....	59,549	2,538,136	2,597,685	224,043
39 Arizona.....	s17,846	91,390	109,236	0
40 Dakota.....	t181,425	1,960,332	.....	.....
41 District of Columbia.....	.....	.....	u471,346	.....
42 Idaho.....	.....	.....	.....	.....
43 Montana.....	0	178,316	.....	0
44 New Mexico.....	.....	.....	.....	.....
45 Utah.....	s89,299	62,608	151,907	.....
46 Washington.....	.....	.....	357,053	.....
47 Wyoming.....	.....	.....	.....	.....
48 Indian:	.....	.....	.....	.....
Cherokees.....	.....	.....	.....	.....
Chickasaws.....	.....	.....	.....	.....
Choctaws.....	.....	.....	.....	.....
Creeks.....	.....	.....	.....	.....
Seminoles.....	.....	.....	.....	.....

a State appropriation.

b From poll tax collected and retained in counties.

c Excludes the local funds of the city of Mobile, amounting to \$20,540.

d State apportionment.

e County apportionment, city and district taxes.

f Includes balance on hand from last school year.

g Not included in State expenditure for schools.

h For white schools only.

i Compensation of county school officers only.

j Amount of tuition revenue only.

k Included in salaries of teachers (column 41 of this table).

l For 1883-'84.

m Estimated.





TABLE I.—PART 2.—Statistics of the school systems of the States and

States and Territories.	ANNUAL EXPENDITURE.			
	Current.		Total.	Expenditure in the year per capita on the school population. <sup>a</sup>
	Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
1	41	42	43	44
1 Alabama.....	\$502,750	b\$22,253	\$538,950	\$1 28
2 Arkansas.....	.....	.....	561,745	c1 78
3 California.....	2,573,624	415,567	3,364,224	.....
4 Colorado.....	448,170	c\$25,750	924,727	13 57
5 Connecticut.....	1,166,879	380,594	1,852,221	10 31
6 Delaware.....	152,591	54,327	215,161	d\$5 90
7 Florida.....	247,138	.....	g\$35,984	5 01
8 Georgia.....	602,931	27,185	633,808	1 29
9 Illinois.....	5,897,426	2,792,046	10,168,928	8 22
10 Indiana.....	h3,154,083	.....	4,660,000	45 45
11 Iowa.....	j3,696,453	e1,808,033	6,236,970	c8 90
12 Kansas.....	.....	.....	3,388,652	47 35
13 Kentucky.....	.....	.....	f700,790	21 55
14 Louisiana.....	379,927	70,103	450,030	1 55
15 Maine.....	(n1,020,082)	.....	n1,134,050	5 00
16 Maryland.....	1,277,887	301,751	1,745,258	5 47
17 Massachusetts.....	o4,675,882	784,992	g7,020,430	20 42
18 Michigan.....	j2,784,324	835,115	4,723,941	6 21
19 Minnesota.....	2,238,673	296,743	2,587,544	7 00
20 Mississippi.....	.....	.....	872,320	1 96
21 Missouri.....	j2,906,539	435,019	4,261,572	5 02
22 Nebraska.....	1,492,346	517,020	2,918,157	q9 47
23 Nevada.....	131,318	19,900	162,012	c15 94
24 New Hampshire.....	446,841	e86,616	613,199	.....
25 New Jersey.....	1,597,005	402,798	2,422,299	5 90
26 New York.....	8,762,950	1,521,495	13,580,963	7 89
27 North Carolina.....	n416,197	n37,406	n535,205	n1 19
28 Ohio.....	6,035,689	2,512,166	10,093,938	9 75
29 Oregon.....	342,186	39,195	513,152	5 85
30 Pennsylvania.....	5,586,461	2,485,542	9,800,405	.....
31 Rhode Island.....	r471,212	r83,751	r736,822	9 28
32 South Carolina.....	n374,257	n20,739	n428,419	1 52
33 Tennessee.....	876,229	40,207	1,013,464	c1 56
34 Texas.....	.....	.....	11,661,476	4 50
35 Vermont.....	443,903	99,767	u611,503	.....
36 Virginia.....	1,060,621	95,013	1,424,532	.....
37 West Virginia.....	576,941	129,640	v699,331	3 36
38 Wisconsin.....	2,063,241	660,291	3,300,455	5 14
39 Arizona.....	78,839	23,888	107,879	n17 26
40 Dakota.....	500,681	581,818	1,814,212	20 72
41 District of Columbia.....	354,218	114,125	581,534	f14 63
42 Idaho.....	76,302	13,757	123,368	x10 84
43 Montana.....	.....	.....	.....	48 01
44 New Mexico.....	y28,002	y971	y28,973	10 60
45 Utah.....	142,895	34,463	228,844	e99
46 Washington.....	194,787	33,706	g287,029	44 52
47 Wyoming.....	y25,894	y2,610	y28,504	7 70
48 Indian:	.....	.....	.....	c6 93
Cherokees.....	.....	.....	81,730	.....
Chickasaws.....	.....	.....	86,015	.....
Choctaws.....	.....	.....	.....	.....
Creeks.....	.....	.....	46,725	.....
Seminoles.....	.....	.....	12,142	.....

a In estimating these items, only the interest on the amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Includes \$21,500, total amount expended for normal schools.

c Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

d Per capita on current expenses only.

e Includes amount paid for interest or to cancel debt.

f For white schools only.

g Items not all reported.

h Amount of tuition revenue.

i Per capita on total expenditure.

j Includes salaries of superintendents.

k Superintendent's estimate for several years past of the amount of permanent fund when all shall be available.

l State per capita for white and colored children alike, for the school year 1884-'85.

m In the city of New Orleans only for 1884; no report for the remainder of the State.

Territories, showing the income, expenditure, &amp;c., for 1884-'85—Continued.

ANNUAL EXPENDITURE.				Amount of permanent avail- able school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita on pupils enrolled in public schools, <i>a</i>	Expenditure in the year per capita on average attendance in public schools, <i>a</i>	Expenditure in the year per capita on population between 6 and 16, <i>a</i>	Expenditure in the year per capita on population between 6 and 16, including interest on the value of all school prop- erty, <i>a</i>				
45	46	47	48	49	50	51	
\$2 12	\$3 40			\$2,378,823		\$300,000	1
23 07					\$170,347	921,829	2
d17 08	d14 01			1,975,900		7,936,620	3
20 22	31 70	\$17 78	\$21 40	133,829	133,829	2,052,100	4
12 40	19 72			2,030,124	2,030,124	5,456,694	5
c6 88	c10 03					f608,056	6
5 37	7 35			430,784	400,784	300,242	7
2 24	3 35						8
11 90	18 06			9,450,280	9,450,280	22,340,069	9
19 30	114 32			9,330,328		13,619,561	10
c11 73	c19 50			4,008,217		11,040,802	11
110 09	117 44				k13,500,000	6,547,745	12
						f2,140,111	13
4 50	6 40				1,130,868	m761,000	14
7 86	10 75			442,753		3,075,296	15
9 89	18 77			906,229		3,000,000	16
20 66	27 24			2,710,209		p22,062,235	17
8 97					3,838,729	11,267,056	18
11 00	21 00			6,751,016	k18,000,000	5,248,883	19
3 12	4 72						20
7 83	11 46						21
q13 60				10,475,334	q29,000,000	9,488,178	22
19 43	29 25			q4,322,637	q20,000,000	3,427,404	23
49 03	113 58			p504,000		223,114	24
9 73	17 23			p166,747	p213,757	2,358,912	25
13 15	22 22			3,264,000	3,882,916	6,350,807	26
n2 52	n3 55			7,867,422	7,867,422	33,347,581	27
11 50	17 10		13 18	n602,479		565,900	28
10 15	15 10	10 43	14 06	3,826,171		27,969,757	29
n8 24	n12 52			1,000,000	3,000,000	1,160,423	30
11 63	17 53					32,614,446	31
2 40	3 51			273,321	273,534	2,227,135	32
c2 51				\$2,512,500	\$2,512,500	405,097	33
						1,375,751	34
8 53	12 47			600,087	874,198		35
4 14	7 04			\$1,511,340		1,819,257	36
4 53	7 43			164,524	540,258	1,978,540	37
8 70	16 01			w2,953,529		6,132,035	38
n35 84	n48 33					212,355	39
26 26				0	0	2,187,850	40
f22 57	f26 88	f15 84				1,300,666	41
x13 65	x18 00	x11 57					42
112 29						y31,000	43
						377,766	44
c3 09	c9 20					y13,500	45
47 63	112 25					430,544	46
10 83	16 39					524,163	47
c9 51	c14 85					y40,500	48
				z750,886			49
				(aa)			
				Ubcc51, 681			
				cc200,000			
				cc70,000			

n For 1883-'84.

o Includes some miscellaneous expenditure.

p In 1882.

q Estimate of State superintendent.

r Includes evening school reports.

s In 1883.

t Actual expenditure not reported; amount given is the sum of the State appropriation for 1883-'84, and the amount paid teachers by cities and from private funds during the same year.

u Not included in the above are the expenses of the three normal schools, \$8,558, and expense of educational meetings, \$258.

v Expenditure for current purposes only; excludes that for sites, buildings, &amp;c.

w This is exclusive of available normal school fund, amounting to \$1,341,894.

x For colored schools.

y United States census of 1880.

z Includes the Cherokee Asylum and orphan funds.

aa Schools supported from general tribal funds.

bb Includes the Choctaw orphan fund.

cc The income derived from these funds is augmented from other sources.



TABLE II. — School statistics of cities containing 7,500 inhabitants and over, for 1884-'85; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	Total population (census of 1880).	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
			Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrollments.				
1	2	3	4	5	6	7	8	9	10	11	12	13	
1 Montgomery, Ala.	C. A. Lanier	16,713	7-21	.....	.....	4,928	.....	.....	1,900	.....	166	e156	
2 Little Rock, Ark.	J. R. Richtsoll	13,138	6-21	.....	.....	7,338	.....	.....	2,302	850	180	177	
3 Los Angeles, Cal.	W. M. Friesner	11,183	5-17	.....	1,426	5,584	.....	.....	4,148	750	170	162	
4 Oakland, Cal.	J. C. Gibson	34,555	5-17	.....	.....	10,115	.....	.....	7,915	1,500	.....	206	
5 Sacramento, Cal.	J. R. Linné, M. D.	21,420	5-17	.....	.....	7,816	.....	520	4,338	.....	193	190	
6 San Francisco, Cal.	Andrew J. Moulder	233,959	5-17	.....	.....	69,000	.....	.....	43,265	8,544	.....	.....	
7 San Jose, Cal.	Louis E. Currais	12,567	5-17	.....	.....	3,680	.....	.....	2,738	616	200	190	
8 Stockton, Cal.	W. F. Clowdsley, secretary	10,282	5-17	.....	.....	2,498	.....	.....	.....	191	230	186	
9 Denver, Colo. (q. of city)*	Aaron Gove	35,629	6-21	.....	.....	.....	.....	.....	5,743	.....	.....	.....	
10 Leadville, Colo.	E. T. Taylor, county and city superintendent	11,820	6-21	.....	239	2,067	.....	43	1,712	280	200	180	
11 Bridgeport, Conn. b	H. M. Harrington	23,148	4-16	.....	.....	8,188	.....	186	5,975	676	e203	.....	
12 Danbury, Conn. b	C. Moss Smith	11,665	4-16	.....	.....	3,146	.....	55	2,487	86	e194½	.....	
13 Derby, Conn. *	G. H. Peck, secretary	11,650	4-16	.....	.....	3,538	.....	55	3,033	48	e200	.....	
14 Greenwich, Conn. b	Myron L. Mason, secretary	7,862	4-16	.....	.....	1,963	.....	25	1,794	142	e200	.....	
15 Hartford, Conn. b	John Henry Brocklesby, acting visitor.	42,551	4-16	.....	.....	10,097	.....	392	7,428	1,850	e198.35	.....	
16 Meriden, Conn.	J. H. Chapin	18,340	4-16	338	.....	5,019	.....	58	3,819	940	200	197	
17 Middletown, Conn. *d	E. H. Wilcox	11,732	4-16	.....	.....	1,595	.....	.....	914	400	207	198	
18 New Britain, Conn.	J. N. Bartlett	13,979	4-16	.....	.....	3,817	.....	.....	2,184	1,300	190	187	
19 New Haven, Conn.	Samuel T. Dutton	61,383	4-16	2,638	.....	16,732	.....	.....	14,667	2,301	200	200	
20 New London, Conn. *	Ralph Wheeler	10,537	4-16	.....	.....	2,049	.....	80	1,847	76	e189	.....	
21 Norwalk, Conn.	B. J. Sturgis	13,955	4-16	.....	.....	3,298	.....	.....	2,748	536	200	195	
22 Norwich, Conn. *	John W. Gray, acting visitor	21,143	4-16	.....	.....	5,043	.....	57	3,992	549	e195	.....	
23 Stamford, Conn. *	N. R. Hart, chairman school committee	11,297	4-16	.....	.....	2,836	.....	69	1,971	460	e196½	.....	
24 Waterbury, Conn. *	M. S. Crosby	20,270	4-16	.....	.....	5,688	.....	75	4,071	500	200	193	
25 Windham, Conn. b	Frederick Rogers, secretary	8,261	4-16	.....	.....	2,164	.....	60	1,190	647	e188.57	.....	
26 Wilmington, Del.	David W. Harlan	42,478	6-21	.....	.....	.....	.....	.....	98,718	.....	203	198	
27 Key West, Fla. *h	J. V. Harris	10,910	6-21	.....	.....	.....	.....	.....	1,129	.....	169	160	
28 Atlanta, Ga. *	W. P. Sifton	37,469	6-18	.....	.....	12,600	.....	.....	2,000	2,000	210	200	
29 Augusta, Ga.	Lawton B. Evans	21,891	6-18	.....	.....	6,055	.....	.....	2,978	.....	195	177	
30 Columbus, Ga.	A. P. Mooty	10,123	6-18	0	.....	3,562	.....	.....	.....	1,300	195	188	

[illegible]

*i* Since the date of the above report Hon. W. M. Priestner has been elected superintendent of schools at Los Angeles, Cal.

*j* For the entire city.

*e* Since the date of the above return Hon. Wm. Hubert has been elected superintendent of schools.

*f* Total population of the town.

*g* In day schools only.

*h* Including Monroe County.

From Report of the Commissioner of Education for 1883-'84.

*z* Estimated.

*y* These statistics are for the year 1883-'84.

Average duration of schools in days.

These statistics are for the Middletown City school district only.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

City.	1	2	Superintendent.	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
				Total population (census of 1880).	Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrollments.			
77	Newport, Ky.*	Alva T. Wiles, Jr.	20,433	6-20				6,923		49	2,617	13,000	210	200
78	New Orleans, La.	Urie Bettison	216,090	6-18				63,000		500	23,180	13,000	188	185
79	Auburn, Me.	N. H. Woodbury	9,555	4-21				3,061		314	1,414	40	20	180
80	Augusta, Mo.	J. O. Webster, supervisor.	8,685	4-21				2,226			1,280	40	180	170
81	Bangor, Me.	R. L. Howard, chairman.	16,836	5-21				5,253			2,943	50	207	180
82	Bath, Me.*	Frederic T. Simpson	7,874	4-21				2,850			1,950	50	207	180
83	Bellefroid, Mo.	Royal E. Gould	12,651	4-21	400	925		4,321			1,500	450	100	184
84	Leviston, Mo.	Louis H. Marvel	19,083	4-21	720	1,980		6,672			2,789	1,213	187	185
85	Portland, Me.	Thomas Tash.	33,810	4-21	1,695	3,314		11,662			7,027	1,300	190	180
86	Rockland, Me.	A. L. Tyler, member of school committee.	7,589	4-21	226	629		2,227			1,402	45	162	158
87	Baltimore, Md.	Henry A. Wise	332,313	6-21				166,061			52,548	75		180
88	Arlborough, Mass. a.		11,111	5-15				1,505			2,300	75		180
89	Beverly, Mass. a.		8,456	5-15				1,505			1,491	75		180
90	Boston, Mass.*	Edwin P. Seaver	362,839	5-15				66,560			59,228	7,319	206	206
91	Brookton, Mass.	R. B. Russell	13,608	5-15				2,775			63,257	625	200	6188
92	Brookline, Mass.	D. H. Daniels	8,057	5-15				1,469			1,681	1,501	200	200
93	Cambridge, Mass.	Francis Cogswell	52,609	5-15	985			10,682			8,179	435	200	200
94	Chelsea, Mass.	E. H. Davis	21,782	5-15	106			6,908			4,476	1,065	200	200
95	Chicopee, Mass.*	John T. Clarke	11,286	5-15				1,908			61,530	1,251	200	195
96	Clinton, Mass.*	S. Arthur Bent	8,629	5-15				1,742			1,657	25	200	197
97	Fall River, Mass.*	William Connell, jr.	48,961	5-15	268			11,128			410,433	1,131	195	190
98	Fitchburg, Mass.	Joseph G. Edgerly	12,429	5-15	348			2,793			4,193	75	200	195
99	Glocester, Mass.	M. L. Hawley	19,329	5-15				4,340			3,270	75	200	203
100	Haverhill, Mass. a.		18,472	5-15				3,651			43,874	2,539	200	1064
101	Holyoke, Mass.	Edwin L. Kirtland	21,915	5-15	594			5,836			4,193	75	200	195
102	Lawrence, Mass.	John L. Brewster	39,151	5-15	0			6,947			4,193	75	200	195
103	Lowell, Mass.	George H. Conley	59,475	5-15	1,241			11,168			7,548	2,290	204	200
104	Lynn, Mass.	O. B. Bruce	38,274	5-15	717			7,380			46,748	770	200	105
105	Malden, Mass.	Charles A. Daniels	12,017	5-15	363			2,643			2,285	700	200	194
106	Marlborough, Mass.	Grenville T. Fletcher	10,127	5-15	250			2,290			2,356	300	180	175





TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

City.	Superintendent.	School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.			Number of school days in the year.	Number of days the schools were taught.
		Total population (census of 1880).	Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrollments.	10	11	12		
1	2	3	4	5	6	7	8	9	10	11	12	13		
132 Manchester, N. H.	Frederic Kelsey	32,630	5-21						3,918	2,500	187	184		
133 Nashua, N. H.	John Pender, secretary	13,357	5-14			2,102	262	133	2,530	1,511	180	165		
134 Portsmouth, N. H.	Frederic Kelsey	9,630	5-18			2,400			1,913	150	200			
135 Bayonne, N. J.	William Edward Cox	9,372	5-18	161	420	3,286			1,852	700				
136 Bridgeton, N. J.	Marion Dix	8,722	5-18			2,510	106	35	1,564	200				
137 Camden, N. J.	J. Aug. Dix	41,659	5-18			13,022	430	241	8,891	2,060	200	187		
138 Elizabeth, N. J.	David E. Rao	28,229	5-18			8,239	202	132	3,617	2,300	191	194		
139 Hoboken, N. J.	George H. Barton	30,999	5-18			10,907			65,952	1,406				
140 Jersey City, N. J.	George H. Barton	120,722	5-18			52,207	2,530	1,470	23,367	14,215	200	195		
141 Millville, N. J.	J. A. Boland	7,660	5-18			2,616			1,942	35				
142 Newark, N. J.	William N. Barringer	136,508	5-18			43,293	1,120	355	22,253	6,000	210	201		
143 New Brunswick, N. J.	Charles Jacobs	17,106	5-18			4,731	106	91	2,679	2,500	210	199		
144 Orange, N. J.	Usher W. Cudde	13,207	5-18			4,415	100	51	1,659	1,200	200	197		
145 Paterson, N. J.	C. E. McIneny	51,631	5-18			16,381	918	1,009	12,573	1,300	204	200		
146 Plainfield, N. J.	J. Kirkner	8,125	5-18			2,224			1,314	1,300				
147 Trenton, N. J.	T. H. Mackenzie	29,910	5-18			8,641	196	91	4,060	1,535	210	200		
148 Albany, N. Y.	Charles W. Cole	90,758	5-21	44,425	111,267	235,000	925	569	13,720	5,000	200	197		
149 Albany, N. Y.	B. B. Snow	21,924	5-21	406	1,593	7,259	54	180	3,596	200	200	194		
150 Binghamton, N. Y.	M. W. Scott	17,317	5-21	485	1,969	5,951	211	70	3,709	545	200	198		
151 Brooklyn, N. Y.	Calvin Patterson	566,663	5-21			69,500	1,613	1,613	96,927	208	208	208		
152 Buffalo, N. Y.	J. F. Crocker	155,134	5-21	15,000	14,500	69,500	6,136	3,068	27,611	12,000	200	197		
153 Coloesa, N. Y.	A. J. Robb	19,416	5-21			7,135			3,252	600	204	202		
154 Elmira, N. Y.	C. B. Tompkins	20,541	5-21	395	1,861	6,558			23,931	650	200	196		
155 Hudson, N. Y.	William P. Snyder	8,670	5-21			3,700	73	23	1,404	600	210	203		
156 Ithaca, N. Y.	L. C. Foster	9,105	5-21			2,733			1,809	400	196	196		
157 Kingston, N. Y. (3 of city)	Charles M. Ryan	9,344	5-21	120	800	3,015	87	142	1,861	316	210	196		
158 Lockport, N. Y.	George Griffith	13,622	5-21			3,943	130	254	2,210	500	199	199		
159 Long Island City, N. Y.	Charles W. Gould	17,129	5-21			6,629			4,220	385	202	202		
160 Newburg, N. Y.	John Miller	18,049	5-21			6,712			3,440	681	206	206		
161 New York, N. Y.	John Jasper	1,200,299	5-21	29,000	126,000	403,000			217,398	38,000	185	185		

122	Ogdenburg, N. Y.*	N. W. Howard	5-21	4,033	2,005	560	197
123	Waterson, N. Y.*	E. J. Hamilton	5-21	8,011	3,232	1,142	197
124	Waterson, N. Y.*	For. Holden	5-21	2,307	1,460	75	200
125	Waterson, N. Y.*	Edward Burgess	5-21	76,002	2,892	200	200
126	Waterson, N. Y.*	S. A. Ellis	5-21	437,000	14,152	3,705	200
127	Waterson, N. Y.*	S. A. Ellis	5-21	3,004	1,953	200	193
128	Waterson, N. Y.*	E. A. Barringer	5-21	200	2,637	77	200
129	Waterson, N. Y.*	E. A. Jones	5-21	4,917	1,977	800	192
130	Waterson, N. Y.*	S. B. Howe	5-21	10,853	2,475	2,448	200
131	Waterson, N. Y.*	Edward Smith	5-21	20,000	8,439	2,500	200
132	Waterson, N. Y.*	David Beattie	5-21	13,983	8,538	2,191	200
133	Waterson, N. Y.*	Andrew McMillan	5-21	3,403	5,539	200	195
134	Waterson, N. Y.*	Charles E. Gordon	5-21	8,070	1,786	125	195
135	Waterson, N. Y.*	Elias Fraumfelter	5-21	268	2,993	1,800	197
136	Waterson, N. Y.*	Benjamin T. Jones	5-21	1,724	4,163	791	200
137	Waterson, N. Y.*	J. H. Lechman	5-21	3,306	1,029	200	193
138	Waterson, N. Y.*	John Hancock	5-21	5,804	3,701	200	190
139	Waterson, N. Y.*	J. H. Lechman	5-21	3,739	1,954	325	190
140	Waterson, N. Y.*	J. A. Hinsdale	5-21	91,342	34,102	16,865	200
141	Waterson, N. Y.*	Robert W. Stevenson	5-21	58,112	28,112	11,729	200
142	Waterson, N. Y.*	J. J. Burres	5-21	17,408	4,703	1,820	200
143	Waterson, N. Y.*	L. R. Klemm	5-21	15,225	6,689	200	185
144	Waterson, N. Y.*	R. S. Page	5-21	1,954	1,055	400	190
145	Waterson, N. Y.*	John Simpson	5-21	4,671	2,294	1,100	200
146	Waterson, N. Y.*	J. C. Hartzer	5-21	3,325	2,038	385	190
147	Waterson, N. Y.*	E. S. Cox	5-21	2,938	1,801	360	187
148	Waterson, N. Y.*	Alston Ellis	5-21	3,258	2,232	200	184
149	Waterson, N. Y.*	W. D. Lash	5-21	4,242	2,017	330	190
150	Waterson, N. Y.*	Henry Ney Metz	5-21	5,382	2,186	190	190
151	Waterson, N. Y.*	J. W. Lash	5-21	1,326	2,722	1,010	200
152	Waterson, N. Y.*	John Morrow	5-21	2,188	2,394	1,200	190
153	Waterson, N. Y.*	L. B. Landis	5-21	3,231	2,397	500	200
154	Waterson, N. Y.*	D. S. Keith	5-21	2,812	2,397	200	198
155	Waterson, N. Y.*	George F. Stone	5-21	763	2,812	800	200
156	Waterson, N. Y.*	John J. Forbes	5-21	19,106	8,851	200	191
157	Waterson, N. Y.*	William W. Cottingham	5-21	7,500	3,237	200	190
158	Waterson, N. Y.*	Charles E. Foster	5-21	6,022	3,146	200	194
159	Waterson, N. Y.*	H. S. Jones	5-21	6,638	10,781	1,500	183
160	Waterson, N. Y.*	L. O. Poose	5-21	2,500	3,675	1,000	193
161	Waterson, N. Y.*	John J. Jones	5-21	56	3,691	1,000	193
162	Waterson, N. Y.*	John J. Jones	5-21	2,500	1,896	350	218
163	Waterson, N. Y.*	John J. Jones	5-21	2,500	1,794	150	198
164	Waterson, N. Y.*	John J. Jones	5-21	2,500	2,719	500	195
165	Waterson, N. Y.*	John J. Jones	5-21	2,500	2,364	100	215
166	Waterson, N. Y.*	John J. Jones	5-21	2,500	3,63	500	200
167	Waterson, N. Y.*	John J. Jones	5-21	2,500	5,174	2,000	198
168	Waterson, N. Y.*	John J. Jones	5-21	2,500	6,123	148	198
169	Waterson, N. Y.*	John J. Jones	5-21	2,500	1,752	200	198
170	Waterson, N. Y.*	John J. Jones	5-21	2,500	4,259	500	198
171	Waterson, N. Y.*	John J. Jones	5-21	2,500	1,665	375	187

e For the entire city.  
f Census of 1877.

c In day schools only.  
d Estimated.

\* From Report of the Commissioner of Education for 1883-84.  
a This is the number between 5 and 15, by assessor's enumeration.  
b These statistics are for the year 1883-84.



TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-85, &amp;c.—Continued.

City.	Superintendent.	Total population (census of 1880).			School population.				Number enrolled in public schools.				Estimated enrollment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
		3	4	5	6	7	8	9	10	11	12	13			
220 McKeesport, Pa.*	Charles W. Deano	8,212	6-21										300	176	169
221 Meadville, Pa.	George W. Haskins, secretary	8,860	6-21										300	176	169
222 New Castle, Pa.	W. N. Aiken	8,418	6-21										300	176	170
223 Norristown, Pa.	Jos. K. Gottwald	13,053	6-21		1,500	4,300		68	1,760	3,775	300	176	300	200	188½
224 Philadelphia, Pa.*	Jos. MacAlister	817,170	6-21		690,000	2250,000		146	2,316	300	200	200	12,000	209	205
225 Philadelphia, Pa.	George J. Huey	156,269	6-21					615,424	27,440						
226 Reading, Pa.*	J. F. Valentino	41,278	6-21	0	50	7,536		50	6,806	750	220	220			
227 Scranton, Pa.*	Joseph Rancy	43,830	6-21		500	12,000		306	8,737	1,240	220	220			
228 Shenandoah, Pa.	I. A. Freeman	10,147	6-21		690	3,500		45	2,383	50	190	190			
229 Thasville, Pa.	R. M. Streeter	9,046	6-21					0	1,448	379	190	187			
230 Wilkes Barre, Pa.	A. W. Potter	23,339	6-21					0	65,470	1,830	220	189			
231 Williamsport, Pa.	S. Truesan	18,934	6-21					0	3,639	1,300	189	185			
232 York, Pa.	W. H. Shelley	13,940	6-21		912	5,362		100	2,864	3,000	183	183			
233 Lincoln, R. I.*	Rev. James H. Lyon	13,765	5-15		300	3,204		157	3,306	887	200	193			
234 Newport, R. I.	George A. Littlefield	15,633	5-15			3,306			2,158	900	200	193			
235 Pawtucket, R. I.	Alvin F. Pease	19,050	5-15			4,814			3,809	600	200	193			
236 Providence, R. I.	H. S. Tarbell	104,837	5-15			22,515			16,803	4,176	200	190			
237 Warwick, R. I.*	J. Torrey Smith	12,164	5-15			2,547			2,062	73					
238 Woonsocket, R. I.	Charles J. White	16,070	5-15			3,630			2,504	1,183	180	174			
239 Charleston, S. C.	Henry P. Archer	49,984	6-21			67,900		0	4,514						
240 Columbia, S. C.	D. B. Johnson	10,036	6-21			2,160			1,204	150	178	176			
241 Chattanooga, Tenn.	H. D. Wyatt	13,892	6-21		650	5,058			3,438	400	180	178			
242 Knoxville, Tenn.	Albert Ruth	9,673	6-21		1,603	3,817			2,781	300	200	189			
243 Memphis, Tenn.	Charles H. Collier	33,592	6-21			13,193		195	5,143	2,190	175	167			
244 Nashville, Tenn.	S. V. Caldwell	43,350	7-21		4,775	14,816		430	7,016	600	198	185			
245 Galveston, Tex.	W. M. Cuve	22,248	7-21		1,800	9,000		200	3,375	800	180	175			
246 Houston, Tex.*	W. H. Raulte	10,513	8-18			3,973			1,937	406	180	180			
247 Burlington, Vt.*	H. O. Wheeler	11,365	6-20						1,603	1,000					
248 Rutland, Vt.*	J. J. R. Randall	12,140	5-20						2,776						
249 Alexandria, Va.*	W. F. Carne	13,659	5-21	352	1,048	4,582	38	29	1,717	523	213	200			

200	Danville, Va.*	7,536	5-21	155	518	2,125	1,209	326	200	198
201	Lynchburg, Va.	15,979	5-21	337	1,371	4,007	2,510	387	198	195
202	Norfolk, Va.	21,966	5-21	.....	.....	6,035	2,022	671	188	188
203	Petersburg, Va.*	21,476	5-21	.....	.....	6,392	2,684	.....	.....	186
204	Portsmouth, Va.	11,390	5-21	298	667	3,210	1,274	819	201	201
205	Richmond, Va.	63,600	5-21	1,557	5,497	21,536	8,285	2,285	201	181
206	Wheeling, W. Va.	30,737	5-21	.....	.....	10,553	4,104	800	200	165
207	Appleton, Wis.	8,065	4-20	870	1,056	3,938	2,097	520	180	176
208	Eau Claire, Wis.	10,119	4-20	.....	.....	.....	2,870	.....	180	180
209	Fond du Lac, Wis.	13,694	4-20	.....	.....	5,407	2,123	610	200	200
270	Janesville, Wis.	9,018	4-20	1,511	805	3,829	1,596	300	190	186
271	La Crosse, Wis.	14,505	4-20	.....	.....	6,298	3,191	1,273	200	196
272	Madison, Wis.	10,324	4-20	.....	.....	3,802	1,871	310	185	185
273	Milwaukee, Wis.	115,587	4-20	.....	.....	49,804	19,849	13,010	198	192
274	Oshkosh, Wis.	15,748	4-20	.....	.....	7,956	2,194	1,550	200	196
275	Racine, Wis.	16,631	4-20	.....	.....	7,031	2,969	963	200	200
276	Watertown, Wis.*	7,883	4-20	.....	.....	3,361	1,134	800	200	198

\* From Report of the Commissioner of Education for 1883-'84.

a Estimated.

b In day schools only.

c Inclusive.

d Estimated number between 6 and 16 years of age.

e These statistics are for the year 1883-'84.

f Average duration of school in days.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

City.	Number of school buildings for—								Number of sittings for study in—						Number of teachers in—								
	Primary schools.		Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
	Male.	Female.																Male.	Female.	Male.	Female.	Male.	Female.
1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Montgomery, Ala.						5			820	610	240				1,070								
Little Rock, Ark.	6	2	2	0	0		10		1,725	607	125				2,438								
Los Angeles, Cal.						15									3,200								
Oakland, Cal.	8	6	1			15			4,302	2,263	372		94	7,031				77	6	46	4	5	
Sacramento, Cal.						13												52	2	24	2	3	
San Francisco, Cal.	10	2	1			62											9	389	21	227	15	16	
San José, Cal.						6												21	5	10	2	3	
Stockton, Cal.	(5)	1																					
Denver, Colo. (½ of city)*						11									3,867								
Leadville, Colo.						2	1	1							2,200			10	16	1	1	3	
Bridgeport, Conn.						16									5,150								
Danbury, Conn.						16									2,185								
Dorby, Conn.						9									2,443								
Greenwich, Conn.						19									1,702								
Hartford, Conn.						18									6,487								
Middleton, Conn.						13			1,980	1,054	160				3,194								
Middletown, Conn.* <sup>b</sup>						6			1,562	273	156				991			10	6	3	3		
New Britain, Conn.						35									2,215								
New Haven, Conn.						10									11,814								
New London, Conn.*	(234)	1				10									2,000								
Norfolk, Conn.						13									4,227								
Norwich, Conn.*						23	5	17							1,750								
Stamford, Conn.*						18																	
Waterbury, Conn.*						13									1,289								
Windham, Conn.						23									7,228								
Wilmington, Del.						21																	
Key West, Fla.* <sup>c</sup>						6																	
Atlanta, Ga.*						21									6,000				19	6	99	69	
Augusta, Ga.						10	5	15										1	19	6	12	3	
Columbus, Ga.						6									1,460							1	



[illegible]

\*From the Report of the Commissioner of Education

for 1883-'84.

a These statistics are for the year 1883-'84.

<sup>b</sup> These statistics are for the Middletown City School district only.

— 200 —

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &c.—Continued.

City.	Number of school buildings for—								Number of sittings for study in—						Number of teachers in—							
	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.		Private and paro- chial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.	
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
77	Newport, Ky.*																					
78	New Orleans, La.																					
79	Auburn, Mo.	6	5	1	218																	
80	Augusta, Me.	63	2	1																		
81	Bangor, Me.																					
82	Bath, Me.*																					
83	Bellefont, Mo.	8	4	1	2																	
84	Bedford, Mo.																					
85	Lowiston, Mo.																					
86	Portland, Mo.	1	7	16																		
87	Rockland, Me.																					
88	Baltimore, Md.																					
89	Attleborough, Mass. c																					
90	Beverly, Mass. c																					
91	Boston, Mass.*	100	51	8	1	160																
92	Brookton, Mass.																					
93	Brookline, Mass.																					
94	Cambridge, Mass.	24	8	1																		
95	Chelsea, Mass.	10	4	1																		
96	Chicopee, Mass.*	2	2	6																		
97	Clinton, Mass.*	9	2	1																		
98	Fall River, Mass.*	3	15	1	0	1	20	0														
99	Fitchburg, Mass.	9	12	2																		
100	Gloucester, Mass.																					
101	Haverhill, Mass. c	(13)		1																		
102	Leicester, Mass.																					
103	Lowell, Mass.	24	9	1																		
104	Lynn, Mass.	21	7	1																		
105	Malden, Mass.	6	3	1																		
106	Mallborough, Mass.	3	4	1																		

107	Medford, Mass. c	6	12	1	19	2	21	750	1,475	189		2,414	300	2,714					
108	Milford, Mass.	20	3	1	24	5	29	43,300	1,600	400	150	5,450	755	0,205	470	3	31	2	6
109	Natick, Mass. c	4	14	1	30		1,500	2,100	325		100	4,025			(44)	38	11	3	(12)
110	New Bedford, Mass. c	13			13		41,720	690	170			2,500				41	15	3	4
111	Newburyport, Mass. c	25			25							2,580				16	3	18	1
112	Newton, Mass.	6		1	27							2,500							2
113	North Adams, Mass.																		
114	Northampton, Mass.																		
115	Pearbort, Mass.																		
116	Pittsfield, Mass.																		
117	Quincy, Mass. c																		
118	Salem, Mass. c				16							4,282							
119	Somerville, Mass.	4	15	1	20		2,520	3,100	340			5,960				45	5	56	0
120	Springfield, Mass.	17	7	1	25	10	35	2,815	2,285	410	235	5,747	1,360	7,047		57	7	45	3
121	Taunton, Mass.	25	5	1	32	2	34	2,875	1,358	202	260	4,693	175	4,868		0	49	7	22
122	Waltham, Mass.				15							2,838							
123	Westfield, Mass.	(19)			20											2	25	2	4
124	Weymouth, Mass.	12	9	2	23	2	25	1,300	1,100	100			60	2,650		24	5	19	2
125	Weymouth, Mass.	6	7	1	14	1	15	1,200	1,060	169	125	2,485	450	2,935		25	2	22	1
126	Worcester, Mass.	14	23	1	38			5,035	6,912	600		12,007				131	15	160	7
127	Adrian, Mich. c				5							1,588				14	11	2	4
128	Ann Arbor, Mich.	4	2	1	7	3	10	950	550	300		1,800	200	2,000		18	1	12	5
129	Bay City, Mich.	2	6	1	9			1,700	1,180	185		3,065				36	3	17	5
130	Detroit, Mich.	(30)		1	31			(14,983)	711			15,429				2	178	5	10
131	East Saginaw, Mich.	4	1	0	11	3	14	2,340	335	250	0	3,545	500	4,025		0	45	6	16
132	Flint, Mich. c	2	4	1	7	1	8	986	674	233		1,893	200	2,093		16	2	15	1
133	Grand Rapids, Mich.	7	13	2	23	8		4,853	2,017	500	200	7,570				1	105	2	43
134	Jackson, Mich. c				7							1,843				19	1	12	2
135	Marquette, Mich.				8							1,136				12	7	1	1
136	Port Huron, Mich.				0							2,780				6	22	0	6
137	Saginaw, Mich.			0	6	3	9	1,499	102	64	0	7,795				1	26	1	9
138	Minneapolis, Minn.				27			1,399	510	109		2,048							3
139	St. Paul, Minn.	16	7	1	25			9,500	620	210	250	10,234				2	154	5	18
140	Winona, Minn. c				3			1,064	416	105		1,585				2	30		7
141	Yreka, Minn. c				3							1,100							
142	Yreka, Minn. c				16							1,600							
143	Kansas City, Mo.				19			2,365	1,450	240		9,121				40	5	25	4
144	St. Joseph, Mo.				9							4,055							1
145	St. Louis, Mo. c				8							45,000							
146	St. Louis, Mo. c				9							2,340							
147	Lincoln, Neb. c				14							2,800							
148	Omaha, Neb. c				2							2,800							
149	Virginia City, Nev.	2			39			3,860	1,404	220	150	5,634	50	2,850		1	14	15	2
150	Concord, N. H. c				19											0	76	0	32
151	Dover, N. H. c				150			41,035	591	137	150	1,933				1	10	1	3

\*From Report of the Commissioner of Education for

48-1381

*a* For rural schools.  
*b* Includes report of mixed schools.

These statistics are for the year 1883-'84.

and These are for the Portland School for the Deaf.

Also used for day schools.

ANNOUNCING CARD FOR SOCIETY OFFICERS

7 Includes country schools.

#### *h* Includes country and mill schools.

**Includes report of ungraded schools.**

THE UNIVERSITY OF CHICAGO





162	Ogdensburg, N. Y.	10	10	1,600	1,150	500	775	3,385	100	1,484	1	30	1	25	1	9
163	Oswego, N. Y.	20	20	1,010	286	88		1,284				18		8		2
164	Plattsburg, N. Y.	7	7	1,478	949	214		2,641				204	(99)	5		6
165	Poughkeepsie, N. Y.	10	10	8,743	2,896	477		12,116								
166	Rochester, N. Y.	13	13	1,025	616	192		1,833								
167	Rome, N. Y.	8	8													
168	Saratoga Springs, N. Y.	10	10													
169	Schenectady, N. Y.	18	18	5,180	3,311	493		8,984				103	5	76	4	9
170	Syracuse, N. Y.	15	15					7,950								
171	Troy, N. Y.	15	15	2,171	2,361	196	0	611				64	2	67	4	3
172	Utica, N. Y.	18	18	880	600	300		1,780				27	0	17	2	6
193	Watertown, N. Y.	9	9	1,300	621	149		2,070				26		17	2	3
194	Yonkers, N. Y.	4	4	2,487	1,140	281		3,908				46	1	29	2	6
195	Akron, Ohio	10	10													
196	Ballwin, Ohio	5	5													
197	Canton, Ohio	11	11	1,071	733	142		1,946				21	1	18	1	3
198	Chillicothe, Ohio	5	5	27,531	6,712	1,379	67	35,689				58	479	40	94	16
199	Cincinnati, Ohio	55	55													
200	Cleveland, Ohio	101	101	5,509	3,042	487	26	9,154				100	4	65	5	8
201	Columbus, Ohio	27	27													
202	Dayton, Ohio	15	15													
203	Dayton, Ohio	7	7	700	300	100		1,100				23	7	7		4
204	Findlay, Ohio	6	6	1,500	600	164	0	2,264				2				
205	Hamilton, Ohio	5	5	1,150	600	160		2,000				1	22	2	10	1
206	Lima, Ohio	3	3	1,177	448	117		1,740				21		10	2	2
207	Mansfield, Ohio	6	6													
208	Newark, Ohio	6	6	1,100	750	130		1,980				25		13	1	3
209	Portsmouth, Ohio	6	6													
210	Sandusky, Ohio	8	8	2,100	600	130		2,850				0	21	16	3	1
211	Springfield, Ohio	13	13					4,383				36	1	13		5
212	Stouboenville, Ohio	6	6					2,225				2	49	12	21	3
213	Triffin, Ohio	5	5	900	540	137		1,577				0	16	1	9	1
214	Toledo, Ohio	24	24													
215	Youngstown, Ohio	11	11													
216	Zanesville, Ohio	17	17													
217	Portland, Ore.	6	6	2,000	1,150	250		3,400				42	4	21	2	4
218	Allegheny, Pa.	20	20													
219	Allentown, Pa.	10	10	2,750	830	98		3,700				1	36	10	11	3
220	Altoona, Pa.	6	6	840	500	100		3,678				0	46	8	1	3
221	Bradford, Pa.	8	8									17		18		2
222	Carlisle, Pa.	7	7													
223	Chester, Pa.	8	8													
224	Easton, Pa.	10	10	1,493	900	252		2,536								
225	Erie, Pa.	18	18					4,500				2	70	35	2	5
226	Harrisburg, Pa.	25	25	4,451	1,187	282		5,920				11	69	11	13	8
227	Harrisburg, Pa.	9	9													
228	Lancaster, Pa.	9	9									17	6	8	1	1
229	Lebanon, Pa.	9	9													

e Teachers in corporate schools.

f In unclassified school.

g In primary and grammar schools.

b Same as those used for day schools.

c These statistics are for the year 1883-84.

d Exclusive of 300 in a building not used.

a From Report of the Commissioner of Education for 1883-84.

b For ungraded schools.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

City.	Number of school buildings for—										Number of sittings for study in—						Number of teachers in—																		
	Primary schools.					High schools.					City normal schools.					Evening schools.					All public schools.					Private and paro- chial schools.					All schools, public and private.				
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	Male.	Female.	Male.	Female.									
1																																			
McKeesport, Pa.*						4	3	7	950	550	60			1,560	350	1,910	0	17	1	10	1	1	1	1	1										
Meadville, Pa.			1			5								*1,900				16				18	1	2											
New Castle, Pa.		(4)				4								1,800																					
Norristown, Pa.						6								1,800																					
Philadelphia, Pa.*	2	3	1	1	1	64	6100	63-4	1,210	810	212			2,232																					
Pittsburg, Pa.	103	37	1	1	1	284																													
Reading, Pa.*						26																													
Scranton, Pa.*						30																													
Shenandoah, Pa.						5																													
Tinsville, Pa.						4																													
Wilkes Barre, Pa.						16																													
York, Pa.	13	11	1	0	0	25																													
Williamsport, Pa.	12	1	1	0	0	14	4	18	2,300	1,645	148	0	0	2,750	400	3,160																			
Lincoln, R. I.*																																			
Newport, R. I.	6	3	1	0	1	11								*2,447			0	27	3	9	3	3	2	3											
Pawtucket, R. I.						18								63,255																					
Providence, R. I.																																			
Warwick, R. I.*						18																													
Woonsocket, R. I.						3																													
Charleston, S. C.	10	2	1	3	16	6			690	110	100		280	1,608																					
Columbia, S. C.						3	5	8	2,300	2,000	709			5,000			0	40	8	42	0	9													
Chattanooga, Tenn.						6								1,017																					
Knoxville, Tenn.						8																													
Memphis, Tenn.	2	4	2			11	3	11	1,810	679	100			2,580	350	2,930	5	18	6	10	2	4													
Nashville, Tenn.						13								3,206																					
Galveston, Tex.	4	8	1			9			3,020	2,011	328			5,339																					
Houston, Tex.						13								3,000																					
Burlington, Vt.														1,800																					
Rutland, Vt.									1,200	500	100																								
Alexandria, Va.*						5			(1,800)					1,800																					
	(5)																																		



[illegible]

\* From Report of the Commissioner of Education for 1883-'84.

*c* In primary and grammar schools.  
*d* These statistics are for the year 1883-'84.







TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1884-85, &c.—Continued.*

City.	Number of teachers in—						Number of scholars in—															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
1	36	37	38	39	40	41	42	43			44	45	46	47	48	49	50	51	52	53	54	55
Covington, Ky.						7	57				2,762	1,979	1,012	787	152	125			1,026		3,926	2,891
Louisville, Ky.						37	335				220,383	14,078			641	554	37	32			22,087	15,227
Newport, Ky.	0	0	0	0		4	41				2,531	21,879			86	74	0	0	0		2,617	1,955
New Orleans, La.						22	337														23,180	13,138
Ansburn, Me.						4	44														1,414	1,303
Angusta, Me.						8	34	10	52		6836	6601	352	288	101	82					1,289	971
Bangor, Me.						5	84														2,943	
Bath, Me.						2	4														1,950	
Biddeford, Me.						6	38														1,590	
Lewiston, Me.						3	58														1,789	1,186
Portland, Me.						26	210				4,842	3,104	1,679	1,141	400	318			446		7,027	4,663
Rochland, Me.						3	20														1,402	1,097
Baltimore, Md.						126	804														52,548	24,024
Attleborough, Mass.						5	58								78						2,300	1,545
Beverly, Mass.						2	34								134						1,401	1,163
Boston, Mass.	1	3	56	50		198	21,090				723,852	20,432	720,254	26,571	2,101	2,101	7101	83	73,118	2,147	758,649	951,477
Brookline, Mass.						69	652								2194						23,277	27,370
Brookline, Mass.						3	36														1,681	1,538
Cambridge, Mass.						4	10	19	200		4,289	3,708	4,236	3,593	477	377			125	97	9,187	7,865
Chelsea, Mass.						2	6	7	82		2,841	1,581	1,990	1,637	205	183			4,736	3,401	4,736	3,401
Chittopee, Mass.						2	34				1,056	616	375	239	99	57			497		2,027	922
Clinton, Mass.						1	29														1,657	1,351
Fall River, Mass.						(227)													1,244	538	21,677	17,284
Fitchburg, Mass.	0	0	1	2	7	51	0	58			1,400	1,012	1,450	1,067	163	155	0	0	107	28	3,120	2,362
Gloucester, Mass.						4	91	3	98		1,980	1,582	1,987	1,589	226	209					4,193	3,980
Haverhill, Mass.						5	93								145						3,270	2,472
Holyoke, Mass.						13	16	36	142		2,677	1,617	1,948	803	149	119			806	287	4,080	2,826
Lawrence, Mass.						8	46	19	196													
Lovell, Mass.						19	196	33	248		4,246		2,808		394						27,648	26,929

104	Lynn, Mass.	7	38	156	16	138	3,713	2,911	2,754	2,297	281	225	554	333	7,302	5,736
105	Malden, Mass.	2	3	65	13	82	1,495	1,217	555	446	109	99	126	91	2,285	1,853
106	Marlborough, Mass.			60											2,100	1,836
107	Methuen, Mass.			27							102				1,475	1,164
108	Milford, Mass.			47							103				1,758	1,398
109	Natick, Mass.			47							208				1,771	1,356
110	New Bedford, Mass.	3	5	e15			32,931	1,252			169		233		4,683	
111	Newburyport, Mass.			6							100				1,836	1,113
112	Newton, Mass.	(8)		(101)			63,691	1,436	486	1,168	311	250	100	50	4,102	2,954
113	North Adams, Mass.			52	2	57	1,936				109		126		2,657	1,744
114	Northampton, Mass.			3											2,384	1,818
115	Pembury, Mass.			4											1,707	1,323
116	Pittsfield, Mass.			5											3,017	2,174
117	Quincy, Mass.			5							156				2,370	1,681
118	Salem, Mass.			7							212				3,979	3,022
119	Somerville, Mass.			107				e1,961		e2,307		4365			6,011	4,433
120	Springfield, Mass.	3	8	13	30	161	3,008	2,319	1,746	338	283		800	370	4,622	3,248
121	Taunton, Mass.	7	1	16	74	5	95	2,462	1,427	1,220	174	163	339	259	4,402	2,353
122	Waltham, Mass.			7	53										2,792	1,642
123	Westfield, Mass.	0	0	1	3	5	66		793	713	180	171			2,173	1,844
124	Weymouth, Mass.			7	46	2	55	1,200							2,570	1,737
125	Woburn, Mass.			5	62	8	65								12,981	9,608
126	Worcester, Mass.			25	238			5,060	5,395	4,043	898	556			1,522	969
127	Adrian, Mich.			2	29		943	538	426	314	153	117			1,930	1,525
128	Ann Arbor, Mich.			6	35	4	45	881	680	587	482	363			3,519	2,344
129	Bay City, Mich.							1,614	858	596	176	134			19,751	13,450
130	Detroit, Mich.			14	301			13,638	9,199	5,320	3,687	784	564		4,023	3,961
131	East Saginaw, Mich.	0	0	0	7	67	5	2,634	2,090	1,154	235	189	0	0	1,980	1,362
132	Flint, Mich.			3	36	4	43	965	749	491	275	175			8,136	5,726
133	Grand Rapids, Mich.	3	1	10	158			3,632	2,145	1,680	428	343	211	59	9,123	1,418
134	Jackson, } Dist. No. 1			3	33			1,211	753	480	243	185			7,881	1,868
	Michigan, } Dist. No. 17			1	20			1,336	592	244	49	32			3,010	2,381
135	Madison, Mich.			4	58										2,048	
136	Port Huron, Mich.			97	30			1,700	958		90				2,339	1,779
137	Saginaw, Mich.			3	38			1,220	676	456	135	163			14,515	9,063
138	St. Paul, Minn.	23	4	27	231								1,470	512	9,491	6,039
139	St. Paul, Minn.			14	184										1,457	1,315
140	Winona, Minn.			2	36		929	458			70				1,320	1,120
141	Vioksburg, Miss.			4	17										2,296	1,473
142	Hannibal, Mo.			3	31										10,619	6,738
143	Kansas City, Mo.			19	128										4,551	2,903
144	St. Joseph, Mo.	e11	e07					1,499	1,107		209	178			53,127	36,007
145	St. Louis, Mo.	(1,632)		4	40			1,708							2,882	1,888
146	Sedalia, Mo.			4												

\* From Report of the Commissioner of Education for 1883-'84.

a In primary and grammar schools.

b Includes report of "mixed schools."

c These statistics are for the year 1883-'84.

d In Portland School for the Deaf.

e Includes special teachers.

f Average number belonging, February, 1884.

g Including Horace Mann School for the Deaf.

h There was also an evening drawing school, in which there were enrolled 186 pupils under 7 teachers.

i Exclusive of evening schools.

j Includes country and mill schools.

k Average daily attendance for December.

l This figure has been very materially affected by the withdrawal during the year of 420 pupils who have enrolled in a parochial school.

m Includes superintendent.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

City.	Number of teachers in—						Number of scholars in—															
	City normal schools.		Evening schools.		All public schools.		Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
<b>1</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>			<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>
Lincoln, Nebr.*						31	4	38			4,460	2,910	1,607	1,193	200	151			145	75	2,404	1,800
Omaha, Nebr.			2	1	5	115															6,418	4,329
Virginia City, Nev.					2	18															1,408	868
Concord, N. H.					8	76															2,519	1,872
Dover, N. H.			2	2	5	41	4	50			61,688	6870	561	403	126	111			125	40	2,500	1,424
Manchester, N. H.			9	2	13	8															3,918	2,872
Nashua, N. H.			5	12	28	63					1,678	1,076	490	392	175	154			416	275	2,759	1,897
Portsmouth, N. H.			3	3	3	32															1,913	
Bayonne, N. J.			4	4	4	29	20	50													1,852	1,052
Bridgeport, N. J.			7	4	4	26															1,564	969
Camden, N. J.*			3	3	3	51															8,891	8,000
Elizabeth, N. J.																					3,617	2,489
Hoboken, N. J.																					6,407	4,004
Jersey City, N. J.*																					23,397	13,831
Millville, N. J.					17	331															21,942	1,144
Newark, N. J.			1	29	57	363					16,028	10,295	5,271	4,046	683	552	36	32	2,641	1,334	24,659	16,259
New Brunswick, N. J.					4	42						1,179	628	144							21,679	1,951
Orange, N. J.					2	32					1,282	839	314	246	63	52					1,639	1,137
Patereson, N. J.					713	7146					8,599	4,869	1,087	628	166	135	22	28	2,691	1,015	12,575	6,675
Plainfield, N. J.	1	1	12	62	1	23															1,314	917
Trenton, N. J.					4	74															4,090	2,702
Albany, N. Y.					23	227															13,730	9,740
Auburn, N. Y.					3	79	17	99			2,361	1,711	935	764	311	265					3,607	2,740
Binghamton, N. Y.					6	70					2,399	1,812	1,081	780	229	163					3,709	2,755
Brooklyn, N. Y.					62	1,375															96,927	59,093
Buffalo, N. Y.					40	463															27,611	17,152
Coboes, N. Y.					8	51	7	60													3,252	1,942
Elmira, N. Y.					95	674	11	90			1,913	1,423	1,837	1,385	181	151			778	194	93,931	92,993
Hudson, N. Y.					3	21					1,037		293		69						1,404	



176	Utica, N. Y.	2	20	8	40	661	687	594	373	254	206	0	0	0	0	1, 809	1, 260
177	Kingston, N. Y. (q of city).	7	26	5	38	1, 068	542	567	476	226	142	0	0	0	0	1, 891	1, 154
178	Lockport, N. Y.	4	38	—	—	1, 277	993	557	401	276	186	0	0	0	0	2, 210	1, 580
179	Long Island City, N. Y.	2	66	—	—	—	—	—	—	—	—	0	0	0	0	4, 959	2, 739
180	Newburg, N. Y.	5	66	—	—	—	—	—	—	—	—	0	0	0	0	3, 440	2, 459
181	New York, N. Y. <sup>e</sup>	450	3, 298	—	—	6162, 840	687, 978	76, 462	47, 481	—	2, 629	1, 486	20, 567	8, 004	261, 889	144, 949	—
182	Queensbury, N. Y. <sup>*</sup>	10	38	—	—	—	—	—	—	—	—	—	—	—	2, 635	—	—
183	Oswego, N. Y.	2	65	32	—	2, 001	986	984	850	611	581	—	—	—	3, 706	2, 451	901
184	Plattsburgh, N. Y. <sup>*</sup>	1	28	—	—	—	—	—	—	—	—	—	—	—	1, 460	—	—
185	Poughkeepsie, N. Y. <sup>*</sup>	2	62	—	—	—	—	—	—	—	—	—	—	—	2, 802	2, 125	—
186	Rochester, N. Y.	(314)	—	—	—	10, 339	7, 746	3, 317	2, 550	466	366	—	—	—	14, 152	10, 662	—
187	Rome, N. Y. <sup>*</sup>	3	30	—	—	—	—	—	—	—	—	—	—	—	1, 959	1, 232	—
188	Saratoga Springs, N. Y.	5	35	—	—	—	—	—	—	—	—	—	—	—	1, 977	1, 279	—
189	Schenectady, N. Y. <sup>*</sup>	3	49	—	—	—	—	—	—	—	—	—	—	—	2, 475	—	—
190	Syracuse, N. Y.	10	189	—	—	5, 962	4, 743	2, 634	2, 334	543	405	—	—	—	9, 439	7, 482	—
191	Troy, N. Y.	18	144	—	—	2, 592	—	—	—	—	—	—	—	—	8, 490	5, 662	—
192	Watertown, N. Y. <sup>*</sup>	2	50	—	—	1, 657	1, 816	2, 603	1, 840	150	132	—	—	—	5, 865	3, 630	—
193	Yonkers, N. Y.	7	49	25	81	4, 662	4, 662	632	—	107	107	—	—	—	1, 756	1, 963	—
194	Albion, Ohio	5	42	12	80	2, 163	2, 163	1, 177	951	280	231	—	—	—	3, 465	1, 631	—
195	Bellevue, Ohio <sup>e</sup>	6	24	—	—	—	—	—	—	115	—	—	—	—	4, 163	2, 618	—
196	Canton, Ohio <sup>e</sup>	12	43	—	—	—	—	—	—	77	—	—	—	—	1, 629	1, 631	—
197	Chillicothe, Ohio	2	42	—	—	1, 138	866	716	589	144	121	—	—	—	1, 968	1, 300	—
198	Cincinnati, Ohio	114	597	—	—	28, 339	22, 008	5, 728	4, 816	1, 279	1, 093	58	47	—	35, 404	28, 634	—
199	Cleveland, Ohio <sup>e</sup>	(3522)	—	—	—	6, 259	4, 866	2, 631	2, 448	452	379	0	0	0	30, 708	21, 631	—
200	Columbus, Ohio	9	175	—	—	—	—	—	—	307	259	—	—	—	9, 703	7, 720	—
201	Dayton, Ohio <sup>e</sup>	17	127	—	—	—	—	—	—	—	—	—	—	—	6, 689	5, 152	—
202	Fremont, Ohio	3	19	—	—	1, 448	1, 117	672	406	161	140	10	6	—	1, 056	799	—
203	Hamilton, Ohio	9	34	16	59	41, 018	—	—	—	129	140	—	—	—	2, 294	1, 750	—
204	Lima, Ohio	4	34	—	—	4, 101	935	448	340	117	93	—	—	—	2, 638	—	—
205	Mansfield, Ohio <sup>e</sup>	2	33	6	41	4, 101	935	448	340	117	93	—	—	—	1, 801	1, 368	—
206	Newark, Ohio <sup>*</sup>	1	40	—	—	4, 101	935	448	340	117	93	—	—	—	2, 232	1, 638	—
207	Paris, Ohio	2	33	—	—	4, 101	935	448	340	117	93	—	—	—	2, 017	1, 403	—
208	Portsmouth, Ohio <sup>*</sup>	33	41	—	—	4, 101	935	448	340	117	93	—	—	—	2, 176	1, 617	—
209	Stark, Ohio <sup>*</sup>	5	38	—	—	4, 101	935	448	340	117	93	—	—	—	2, 722	2, 257	—
210	Sandusky, Ohio	3	54	15	72	1, 425	1, 552	669	602	139	103	0	0	0	4, 334	3, 311	—
211	Springfield, Ohio <sup>*</sup>	17	71	—	—	1, 425	1, 552	669	602	139	103	0	0	0	4, 334	3, 311	—
212	Steenbenville, Ohio	8	42	—	—	3, 155	43, 200	1, 106	441	174	149	10	8	0	2, 397	1, 858	—
213	Tiffin, Ohio	2	28	—	—	1, 707	1, 260	506	441	174	149	10	8	0	1, 340	1, 011	—
214	Toledo, Ohio <sup>e</sup>	12	151	—	—	735	576	420	335	125	100	—	—	—	8, 851	6, 490	—
215	Yonkersdown, Ohio <sup>e</sup>	11	48	—	—	43, 107	—	—	—	219	—	—	—	—	3, 237	2, 423	—
216	Zanesville, Ohio <sup>e</sup>	8	60	—	—	—	—	—	—	230	—	—	—	—	3, 146	2, 494	—
217	Portland, Ohio <sup>e</sup>	6	67	—	—	2, 549	1, 916	1, 050	967	203	199	—	—	—	3, 802	3, 083	—
218	Albion, Pa. <sup>*</sup>	18	206	—	—	—	—	—	—	—	—	—	—	—	10, 781	—	—
219	Albion, Pa.	12	50	—	—	—	—	—	—	—	—	—	—	—	3, 675	—	—
220	Albion, Pa.	9	57	—	—	—	—	—	—	—	—	—	—	—	3, 601	—	—
221	Bradford, Pa.	37	37	4	41	2, 778	2, 319	821	695	92	82	—	—	—	1, 896	1, 300	—

\* From Report of the Commissioner of Education for 1883-84.  
<sup>a</sup> Including ungraded schools.  
<sup>b</sup> In ungraded schools.  
<sup>c</sup> Average number of pupils for the year.  
<sup>d</sup> Includes special teacher.  
<sup>e</sup> These statistics are for the year 1882-84.  
<sup>f</sup> Exclusive of evening-school teachers, the greater number of which taught also in the day schools.  
<sup>g</sup> There is also a night school, with 3 teachers, a registry of 204, and an average attendance of 102.  
<sup>h</sup> Includes corporate schools.  
<sup>i</sup> In unclassified school.  
<sup>j</sup> Includes special teachers.  
<sup>k</sup> In primary and grammar schools.



2951	Chattanooga, Tenn.	73	32	8	63	1,017	1,382	673	551	191	121	3,458	2,074
2952	Knoxville, Tenn.	13	36									2,781	2,016
2953	Memphis, Tenn.	99	661									5,143	5,584
2954	Nashville, Tenn.	95	96			4,746	8,531	1,971	1,740	338	283	3,378	2,525
2955	Galveston, Tex.	15	49									1,937	1,173
2956	Houston, Tex.	8	22									1,603	91,653
2957	Birmingham, Ala.	8	40									2,776	1,717
2958	Atlanta, Ga.	7	62			61,717	61,219					1,209	684
2959	Alexandria, Va.	6	16									2,510	1,821
2960	Dunville, Va.	6	37	24	68	1,792	1,206	589	404	129	91	2,022	1,370
2961	Lynchburg, Va.	6	22									2,684	1,838
2962	Norfolk, Va.	3	30									1,274	1,016
2963	Petersburg, Va.	6	3									8,285	6,998
2964	Portsmouth, Va.	4	15									5,000	4,500
2965	Richmond, Va.	20	142									2,097	1,817
2966	Wheeling, W. Va.	6	101									2,870	1,477
2967	Appleton, Wis.	7	36									1,123	1,574
2968	Pau Claire, Wis.	7	39									3,191	2,282
2969	Fond du Lac, Wis.	2	43									1,871	1,535
2970	Janesville, Wis.	1	34									850	144,943
2971	La Crosse, Wis.	8	46									22	1,200
2972	Madison, Wis.	3	34									253	623
2973	Milwaukee, Wis.	49	241	294	584	112,052	10,950	42,603	2,388	4265	253	63	95
2974	Oshkosh, Wis.	1	635	60		1,439	1,002	973	922	75	63	2,969	2,087
2975	Racine, Wis.	8	49	27	84	73	2,657	458	335	124	95	1,134	924
2976	Watertown, Wis.	7	50	16	73	715	1,657	330		89			
		4	20	11	35								

\* From Report of the Commissioner of Education for

FROM 1860 TO THE COMMENCEMENT OF THE  
1853-'84.

**Average number of teachers.**

<sup>a</sup> Estimated,

*Exclusive of evening school enrollment.*

*e* In primary and grammar schools,

These statistics are for the year 1883-'84.

For the fall term.

*h* Average of the whole number enrolled each month.

Excludes report of evening schools.







TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &c.—Continued.*

City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—							Average annual salaries of—						
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Principals in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
Louisville, Ky.					(43)		28	32	22	41	\$2,400	\$1,350		\$880	\$1,350	\$1,350		\$611
Newport, Ky.					(44)		37	0	0	43	1,600	400		400	1,000		\$800	400
New Orleans, La.										35	3,000	648		648	988	880		648
Anburn, Mo.											a1,200	a324		a324	a540	a540		a360
Augusta, Me.	40		1,329		37	32	21		25	35	b300			329	925	925		340
Bangor, Me.														a236	a800	a800		a375
Bath, Me.												400		245	502	502		325
Biddeford, Me.										27	1,400			330	1,000	425		375
Lewiston, Me.										a1,500	2,250			291	a1,500	775		412
Portland, Me.					34	31	27		e7	33	f300			500	1,440			450
Rockland, Me.					38	32	26							245	750	256		288
Baltimore, Md.																		
Attleborough, Mass.											a1,417							
Beverly, Mass.											4,200	63,780			(2,730)	1,390	768	
Boston, Mass.																		
Brockton, Mass.																		
Brookline, Mass.					42	38	19				a2,500			a725	a1,800			a725
Cambridge, Mass.	1,501		10,688		40	37	31		10	38	a2,800	a1,200		a680	a1,900	a700	a1,000	a700
Chelsea, Mass.					38	45	37				a2,200			a550	1,600	1,050	500	500
Chicopee, Mass.										28	a1,600	400		370		500	440	440
Clinton, Mass.											1,600					475		475
Fall River, Mass.																		
Fitchburg, Mass.					38	38	26	0	14	36	2,000			380	1,000	600	400	400
Gloucester, Mass.					39	33	42			36	2,200			465	1,525	475		412
Haverhill, Mass.	75		4,268	3,450														
Holyoke, Mass.	2,539	1,777	7,219	4,603	35	30	24		10	26	1,900			520	1,040	500		455
Lawrence, Mass.																		
Lowell, Mass.					41	30	32				2,400				1,700			525
Lynn, Mass.	770	650	8,072	6,386	49	41	25		9		a2,250			450	a1,300	a750		450













253	Memphis, Tenn.	.....	.....	.....	.....	43	1,800	.....	550	.....	890	.....	409
254	Nashville, Tenn.	.....	.....	.....	.....	35	2,200	.....	550	.....	1,075	.....	525
255	Galveston, Tex.	.....	.....	.....	.....	35	2,400	.....	900	.....	1,400	.....	525
256	Houston, Tex.	.....	.....	.....	.....	36	a2,000	.....	.....	.....	.....	.....	639
257	Hartington, Vt.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
258	Rutland, Vt.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
259	Alexandria, Va.	.....	.....	.....	.....	45	a380	450	(450)	.....	.....	.....	.....
260	Danville, Va.	.....	.....	.....	.....	.....	225	.....	.....	.....	.....	.....	450
261	Lyuburg, Va.	.....	.....	.....	.....	41	420	.....	.....	.....	.....	.....	395
262	Norfolk, Va.	.....	.....	.....	.....	45	600	.....	.....	.....	.....	.....	.....
263	Petersburg, Va.	.....	.....	.....	.....	.....	730	.....	.....	.....	.....	.....	.....
264	Portsmouth, Va.	.....	.....	.....	.....	47	2,000	.....	.....	.....	.....	.....	416
265	Richmond, Va.	.....	.....	.....	.....	32	a1,600	.....	.....	.....	.....	.....	405
266	Wheeling, W. Va.	.....	.....	.....	.....	.....	425	.....	.....	.....	.....	.....	.....
267	Appleton, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
268	San Clairo, Wis.	.....	.....	.....	.....	34	500	.....	.....	.....	.....	.....	375
269	Rond du Lac, Wis.	.....	.....	.....	.....	39	1,500	.....	.....	.....	.....	.....	400
270	Janesville, Wis.	.....	.....	.....	.....	46	800	.....	.....	.....	.....	.....	475
271	La Crosse, Wis.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
272	Madison, Wis.	.....	.....	.....	.....	52	a2,000	.....	.....	.....	.....	.....	.....
273	Milwaukee, Wis.	.....	.....	.....	.....	53	3,000	.....	.....	.....	.....	.....	.....
274	Oshkosh, Wis.	.....	.....	.....	.....	30	3,600	.....	.....	.....	.....	.....	425
275	Racine, Wis.	.....	.....	.....	.....	.....	1,200	.....	.....	.....	.....	.....	416
276	Watertown, Wis.	.....	.....	.....	.....	38	1,600	.....	.....	.....	.....	.....	385

\* From Report of the Commissioner of Education for 1883-'84.

c Estimated.

d Salary of principals in secondary schools, \$553.

e These statistics are for the year 1883-'84.

f Average monthly salary of all teachers in this grade.  
g For primary, grammar, and high school departments.  
h The city superintendent is also principal of the high school.

a These are maximum salaries.  
b Monthly salaries.  
c For male assistant; female assistant receives \$1,800.





	2,000	1,400	800				60,000	75,000	8,600	500	143,500
33 Savannah, Ga.*	f900										
34 Alton, Ill.*	f1,000										
35 Belleville, Ill.	f1,000		677								
36 Bloomington, Ill.	2,400		1,125								
37 Chicago, Ill. c.	1,900	1,800	1,500								
38 Danville, Ill.	1,300		750								
39 Decatur, Ill.	1,000		620								
40 Elgin, Ill.	1,000		618								
41 Freeport, Ill.	f1,000		f650								
42 Galesburg, Ill.*	f1,000		630								
43 Jacksonville, Ill.	f1,200		f500								
44 Joliet, Ill. a.	1,000		625								
45 Madison, Ill.											
46 Ottawa, Ill.											
47 Quincy, Ill.	1,500	1,000	702								
48 Rockford, Ill.	600	650									
49 Rock Island, Ill.	f1,400		f720								
50 Springfield, Ill.	1,500		737								
51 Evansville, Ind.	1,250	705	800								
52 Fort Wayne, Ind.	1,500	1,075	884								
53 Indianapolis, Ind.	f2,250	f1,000	f1,000								
54 Jeffersonville, Ind.		810	540								
55 Lafayette, Ind.*	1,425	1,000									
56 Logansport, Ind.	f900		540								
57 Madison, Ind.*	743		485								
58 New Albany, Ind.*	a133	660	671								
59 Richmond, Ind.	f1,050	720	720								
60 South Bend, Ind.	1,200	600	670								
61 Terre Haute, Ind.	f1,400		775								
62 Vincennes, Ind.	f800		f650								
63 Cedar Rapids, Iowa*	900	540	550								
64 Clinton, Iowa*	a80		665								
65 Council Bluffs, Iowa	1,000	650	650								
66 Davenport, Iowa	1,000		838								
67 Des Moines (west side), Iowa	f1,300		f700								
68 Dubuque, Iowa.	f1,800	1,000	650								
69 Keokuk, Iowa.	f1,200	f900	f720								
70 Muscatine, Iowa.	500		550								
71 Atchison, Kans*	f1,000		f865								
72 Lawrence, Kans.	720		830								
73 Leavenworth, Kans.	f2,000	f1,400	800								
74 Topeka, Kans.*	1,000	1,000	665								
75 Covington, Ky.	1,000	1,250	733								

\* From Report of the Commissioner of Education for 1882-'84.  
 a Monthly salaries.  
 b Apparatus and libraries.  
 c There were also special teachers of French and German, receiving respectively \$300 and \$1,000 per annum.  
 d Exclusive of furniture.  
 e These statistics are for the year 1882-'84.  
 f These are maximum salaries.  
 g These statistics are for the Middletown City school district only.  
 h For teacher of German.  
 i Including Monroe County.  
 j The city superintendent is principal of high school.  
 k Minimum salary.  
 l There is also a special teacher of reading, at a salary of \$1,050 per annum.  
 m Furniture, apparatus, and library.



107	Medford, Mass. f	1,500	900	500	188	100	cl, 200	cl, 650	(800)	10,000	65,000	3,000	500	78,500
108	Milford, Mass. f	1,500			ce40	ce28								
109	Natick, Mass. f													
110	New Bedford, Mass. f	cl, 900	cl, 600	c800						(35,900)				399,600
111	Newburyport, Mass. f													
112	Newton, Mass. f	2,800	1,925	950			1,500	ce72		110,000	295,000	33,500	5,000	443,500
113	North Adams, Mass. f	cl, 500		ce4	ce48	ce24	ce4			25,000	100,000	7,000	2,000	134,000
114	Northampton, Mass. f	1,350	800	400			1,000	150		14,500	107,500	10,500	50	128,000
115	Peabody, Mass. f	cl, 400		c700			ce40			35,000	97,000	3,800	200	110,000
116	Pittsfield, Mass. f		1,800	525		451	1,000	387		13,400	57,900	(10,000)		81,300
117	Quincy, Mass. f													
118	Salem, Mass. f													336,167
119	Somerville, Mass. f	2,400	1,800	841			1,333							376,325
120	Springfield, Mass. f	7,700	1,800	814			1,000	300			(567,920)		8,800	571,739
121	Taunton, Mass. f	7,700	1,200	700			1,200			21,000	240,000	20,000	1,000	284,000
122	Waltham, Mass. f	cl, 800	cl, 000	ce730			1,000	500						270,385
123	Weymouth, Mass. f	1,500	900	530						24,000	102,000	7,000	500	174,000
124	Weymouth, Mass. f	1,200		430						15,000	125,000	7,500	1,100	143,000
125	Woburn, Mass. f	1,400		635			550			245,283	721,611	43,043	10,523	1,021,065
126	Worcester, Mass. f	2,700	1,107	700			1,650	2,000		35,000	120,000	2,500	2,000	160,000
127	Adrian, Mich. f	1,200	1,125	595			600	200						104,000
128	Ann Arbor, Mich. f	1,600		600			ce600							170,548
129	Bay City, Mich. f													
130	Detroit, Mich. f	2,000	863	780			1,050			251,450	715,500	30,000	5,660	1,001,950
131	East Saginaw, Mich. f	1,300		653			550			45,000	160,000	10,000	1,000	212,000
132	Flint, Mich. f	1,000		500			1,000			600	98,500	7,100	1,600	129,100
133	Grand Rapids, Mich. f	2,025	cl, 350	ce800			1,000	1,000		21,900	603,400	20,000	5,000	628,400
134	Jackson, Mich. f	1,400		650				600						
135	Muskegon, Mich. f	ce300		700		250	900							55,000
136	Port Huron, Mich. f	ce750	ce700	ce600						15,000	70,000	15,000	3,000	127,500
137	Saginaw, Mich. f	1,000		510			400	395		12,500	100,000	5,000	500	128,000
138	Minneapolis, Minn. f	1,800	(950)				ce2,200	ce1,300		459,038	538,000	35,000		1,032,038
139	St. Paul, Minn. f	ce2,500	1,500	900			cl, 500	ce1,800		707,000	737,000	30,005		1,037,005
140	Winona, Minn. f	ce1,000	ce750	ce550			ce700			25,000	125,000	20,000	5,000	175,000
141	Vicksburg, Miss. f									8,000			100	10,000
142	Hannibal, Mo. f	(6)		ce55								(402,840)		58,700
143	Kansas City, Mo. f	ce200	ce150	ce150			1,250	(1,950)		235,200	248,500	15,475	2,000	546,540
144	St. Joseph, Mo. f	1,800	1,175	850						45,200	133,500			190,375
145	St. Louis, Mo. f													
146	Sedalia, Mo. f	ce60	ce75	ce70						21,000	82,000	6,000	1,000	3,048,631
147	Lunenburg, N. H. f	ce60	ce60	ce60						51,635	(50,500)		230	82,375
148	Omaha, Neb. f	2,100												
149	Virginia City, Nev. f	ce140	1,100	1,200			1,000	(1,100)		105,000	400,000	20,000	2,400	527,000
150	Concord, N. H. f			ce200						500	17,000	2,500	500	70,500
151	Dover, N. H. f	1,000		700		150	418							181,500

<sup>a</sup> For teacher of elocution.

<sup>b</sup> For teacher of sewing.

<sup>c</sup> Includes value of outbuildings, heating apparatus, &c.

<sup>d</sup> City superintendent is principal of the high school.

<sup>e</sup> These are maximum salaries.

<sup>f</sup> Monthly salaries of principals in "mixed schools."

<sup>g</sup> These statistics are for the year 1883-84.

<sup>h</sup> Of principal of training school.

<sup>i</sup> From Report of the Commissioner of Education for 1883-84.

<sup>j</sup> In addition to his salary as principal of a ward school.

<sup>k</sup> For teacher of German.



TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &c.—Continued.*

City.	Average annual salaries of—										Estimated real value of property used for school purposes.						
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.			Buildings.	Furniture.	Apparatus.	Total.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Pennmanship.						
1	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	
152 Manchester, N. H.	\$2,600		\$1,200	\$800		\$1,000	\$436	\$420	\$1,000							\$317,725	
153 Nashua, N. H.	\$2,200			600					\$1,000							232,335	
154 Portsmouth, N. H.	\$2,100			\$900								\$13,060	\$60,000	\$6,000	\$5,000	84,000	
155 Rayonne, N. J.																203,000	
156 Bridgeton, N. J.															1,000	45,000	
157 Camden, N. J.															300	262,600	
158 Elizabeth, N. J.	1,700			629			640	635		\$1,000			23,000	7,000		79,690	
159 Hoboken, N. J.													9,850	247,500		124,465	
160 Jersey City, N. J.	2,500	\$912	1,260	722									(124,000)	31,220	465	628,820	
161 Millville, N. J.													(397,000)	47,300	600	1,085,500	
162 Newark, N. J.	\$2,160		1,233	750						350	1,100		100,000	(799,000)	200	1,125,200	
163 New Brunswick, N. J.	1,200		1,000	700		\$1,050	\$238	\$432		800	700		20,000	5,000		105,000	
164 Orange, N. J.				650												304,000	
165 Paterson, N. J.	\$1,800		\$1,000	\$700												85,500	
166 Plainfield, N. J.																164,800	
167 Trenton, N. J.	\$1,500			\$1,630									26,600	(85,290)	20,460	500	
168 Albany, N. Y.	3,200		\$1,671	900		\$1,000				1,200	1,500	(c)	99,000	32,000	4,000	802,000	
169 Auburn, N. Y.	2,600			510						700	700		162,000	175,000	3,500	243,500	
170 Binghamton, N. Y.	1,500		1,200	540									56,431	10,219	3,792	236,681	
171 Brooklyn, N. Y.	\$3,000		(c1,500)	\$1,250		\$3,000				1,200	\$2,000		613,000	33,600	3,480	3,613,000	
172 Buffalo, N. Y.	\$2,500		\$1,450	\$1,000						\$1,500	\$500		273,730	633,350	3,480	1,014,280	
173 Cohoes, N. Y.	1,000			940						300			42,300	70,400		345,000	
174 Elmira, N. Y.	1,700			550			640	628		200			73,000	36,000	1,500	55,000	
175 Hudson, N. Y.	1,300			600									8,500	80,000	2,000	126,000	
176 Ithaca, N. Y.	1,200			638									35,000	9,000		172,500	
177 Kingston, N. Y. (of city).	2,500		1,050	533						400	450		51,000	8,000	1,500	105,000	
178 Lockport, N. Y.	1,800		934	600									27,000	5,000	3,000	70,200	
179 Long Island City, N. Y.													10,000	55,000	*200	70,200	
180 Newburg, N. Y.													30,080	154,000		184,000	

New York, N. Y. <sup>e</sup>	181	7,500																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
------------------------------	-----	-------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

From Report of the Commissioner of Education for 1882-84.  
*a* These are maximum salaries.  
*b* Monthly salaries.  
*c* These statistics are for the year 1882-84.  
*d* Salaries of teachers in training school, which teachers are also principals of primary schools.  
*e* Also special teachers of German and of chemistry, whose salaries are, respectively, \$760 and \$900.  
*f* For teacher of German.  
*g* For teacher of German and French.  
*h* For teachers of deaf-mutes in the deaf-mute day school.  
*i* City superintendent is principal of the high and normal schools.  
*j* For teachers of German; males, \$475; females, \$467.









29	Augusta, Ga.	13,000,000	2.3	7,537		3,228	30,207	1,094	42,226	500	---
30	Columbus, Ga.	5,333,480						2,798	10,880	---	---
31	Macon, Ga.	9,150,000						63	896	---	---
32	Savannah, Ga.			580	694			2,500	330,063	---	---
33	Alton, Ill.	6,000,000	15.9	17,018		4,724	33,183	185	55,110	---	---
34	Bellefontaine, Ill.	10,548,675	4.66	21,109	509	6,755	40,748	145	55,593	100	---
35	Chicago, Ill.	137,326,980	11.16		10,500	137,441	1,100,053	1,113	1,482,586	34,424	1,672
36	Chicago, Ill.	1,935,800	5.5	1,979	0		31,944		16,450	24,480	---
37	Danville, Ill.	5,807,670	16.5	3,824	0		33,251	300	54,198	10,834	450
38	Decatur, Ill.	2,119,373		3,917		4,673	32,431	295	53,652	21,190	2,207
39	Elgin, Ill.	7,114,515	5.03	3,479		3,929	32,431	42	44,620	8,131	155
40	Freeport, Ill.	1,576,471	4.03	3,780		3,423	18,000	32	12,424		---
41	Galesburg, Ill.	2,776,762	2.16	3,780		3,423	18,000	42	15,295		---
42	Jacksonville, Ill.	2,095,731		21,974		5,299	31,269	416	67,450		---
43	Joliet, Ill.	2,093,727	1.15	1,267		2,566	47,543	25	36,290	0	30
44	Moline, Ill.			4,310		2,566	47,543	137	105,064	3,103	---
45	Peoria, Ill.	1,363,622	1.55	9,429	822	10,030	34,679	300	46,064		---
46	Peoria, Ill.	5,352,688	6.5	1,818				300	35,596	5,000	---
47	Quincy, Ill.	5,273,258	1.92			3,454	28,309	269	2,100	5,000	---
48	Rockford, Ill.	2,350,000	3	991		8,158	50,563	635	10,199	877	---
49	Rock Island, Ill.	2,480,403	3.76	11,28		23,215	19,002		30,064	37,144	---
50	Springfield, Ill.	4,539,913	1.33	921		28,168	39,141		16,222	186,268	---
51	Waukegan, Ind.	12,308,285	3.9	103,237	9,442	98,627	114,884	263	32,803	293,189	---
52	Fort Wayne, Ind.	12,308,285	2	43,622	19,148	1,314	3,077	55	1,435	36,688	84
53	Indianapolis, Ind.	53,373,910	3	21,781				153	5,232	46,314	---
54	Jeffersonville, Ind.	10,000,000	8	2,301				213	1,095	25,246	---
55	La Fayette, Ind.	10,000,000	3	9,039				1,712	31,421	1,520	12
56	Logansport, Ind.	4,000,000	1								---
57	Madison, Ind.	3,411,430									---
58	New Albany, Ind.	7,000,000	2.8	21,495				304	123,293	35,159	---
59	Rehoboth, Ind.	10,000,000	8	22,285				216	68,427	2,697	33
60	South Bend, Ind.	5,885,040	3.7	29,092				74	30,893	22,188	3,405
61	Terra Haute, Ind.	14,853,055	5	30,914				64	52,059	13,000	50
62	Vincennes, Ind.	3,500,000	5	16,014				129	115,000	58,598	3,112
63	Cedar Rapids, Iowa	2,500,000	6.32	5,863				100	5,058	40,377	25
64	Clinton, Iowa	1,606,000	4.57	14,25					230,932	122,850	---
65	Council Bluffs, Iowa	3,850,000	4.16	21,495				571	1,518	81,818	74
66	Davenport, Iowa	4,425,784	4	13,745				220	432,063	101,931	---
67	Des Moines (west side), Iowa.	5,822,800									---
68	Des Moines, Iowa	5,359,015		3,004				11	60,905	1,756	79
69	Keokuk, Iowa	3,275,895	9						42,659		---
70	Muscatine, Iowa	1,735,062	8	2,003				196	28,737	156	---
71	Atchison, Kans.	2,162,000	10	1,756				70	24,680	325	---

\* From Report of the Commissioner of Education for 1883-'84.

a Exclusive of balance on hand from last school year.

b From county.

c From State and county.

d These statistics are for the year 1883-'84.

e For library and apparatus.

f These statistics are for the Middletown City school district only.

g Includes loans.

h Includes a temporary loan of \$50,000.

i Including Monroe County.

j These figures are for the whole county.

k Total State appropriation.

l From sale of bonds.

m Not included in school expenditure.

n Twenty thousand dollars from bonds sold, and \$9,564 from temporary loans.

o Includes a loan of \$42,292.

p Sices, buildings, rents, and repairs.





[illegible]

\* From Report of the Commissioner of Education for

1883-'84.

a Includes receipts from levy for sinking fund.

6. These stations are for the year 1881-84.

Items not all reported.

Not paid from school funds, therefore not included in

total expenditure.

to the

The literary expenditure of \$15,000 is not included in the total of \$185,000.

Includes expenditure for repairs.

Seventy-four thousand eight hundred dollars on cer-

tillents of indebtedness and \$9,810 from sale of real





172	Buffalo, N. Y.	108,374, 145	2.87	8.62	104,369	85,311	484,032	21	731,624	98,650	11,000	1,547
173	Coboes, N. Y.	4,048, 987	2.87	8.62	24,787	10,726	30,018	207	65,738	3,418	10	1,547
174	Elmira, N. Y.	11,924, 632	1	4.22	6,019	47,342	47,342	1,000	68,802	3,700	187	1,547
175	Hudson, N. Y.	5,707, 520	2.9	6.5	6,318	5,157	7,000	76	18,635	320	130	1,547
176	Utica, N. Y.	2,701, 686	2.9	6.5	1,011	258	17,097	1,602	68,279	47,113	85	17
177	Kingston, N. Y. (two-fifths of city).	5,970, 835	4.19	4.10		5,433	24,350	872	31,460	450	86	1,547
178	Lockport, N. Y.	5,408, 000	2.5	3.7	3,554	8,478	20,099	1,922	33,991	584	283	1,547
179	Long Island City, N. Y.	*21,478, 812			24,475				80,560	1,250	2,005	1,547
180	New York, N. Y.	*1,276, 677, 164				624,066	3,002,262		75,358	14,986	108	3,093
181	New York, N. Y.								32,860	224,462	28,629	111
182	Oswego, N. Y.	9,210, 314	2.85	3.8	12,559	11,896	13,500	169	49,062	84	250	1,547
183	Plattsburgh, N. Y.	1,433, 105	2.7	8.8	2,632	94,528	11,439	1,080	21,822	99	99	1,547
184	Poughkeepsie, N. Y.	12,012, 635	2.35	2.35	15,093	11,517	28,648	502	55,731	44	42,684	1,547
185	Rochester, N. Y.	37,363, 150	5.65	4.74	12,632	38,352	226,339	2,116	280,452	50,143	6,081	1,198
186	Rome, N. Y.	3,939, 125	1.68	3.36	28	6,143	11,492	414	15,649	440	100	1,547
187	Saratoga Springs, N. Y.	3,715, 400	6	6	21,321	46,456	22,975	229	58,500	15	630	1,547
188	Schenectady, N. Y.	32,354, 113	2.99	3.24	0	30,726	17,000	1,941	337,535	6,862	180	4,000
189	Syracuse, N. Y.	50,000, 000	2.57	7.73	19,684	29,455	90,000	2,105	141,244	4,000	112	1,547
190	Troy, N. Y.	15,511, 683	2.99	7.73	19,684	29,455	90,000	2,105	141,244	4,000	112	1,547
191	Utica, N. Y.	13,866, 430	2.5	3.44	15,524	7,300	73,500	1,460	110,220	19,414	2,498	675
192	Watertown, N. Y.	5,007, 019	3	4	53	7,300	24,800	565	32,672	5,903	1,947	334
193	Yonkers, N. Y.	18,650, 486	2.7	2.7	17,092	10,105	51,505	70	78,807	11,571	1,638	842
194	Yonkers, N. Y.	9,000, 000	4	9	17,228	9,157	61,296	1,122	189,273	47,916	1,638	842
195	Yonkers, N. Y.	9,000, 000	4	9	17,228	9,157	61,296	1,122	189,273	47,916	1,638	842
196	Bellaire, Ohio		8						24,648			
197	Canton, Ohio		3.33	5	14,097	5,096	26,428	19	67,702			
198	Chillicothe, Ohio	5,499, 115	3.33	5	14,097	5,096	26,428	19	67,702			
199	Cincinnati, Ohio	170,632, 000	1.03	4	67,230	(9737, 050)		9,761	834,651	41,339	1,933	39,738
200	Cincinnati, Ohio					(223, 511)		694	673,886	250,117	15,301	1,685
201	Columbus, Ohio	35,279, 170	2.7	5.5	13,517	2,931	10,748	300	953,973	9,423	1,685	1,685
202	Dayton, Ohio	2,950, 000	3.33	5	8,140	7,097	28,570	6	174,574	27,567		
203	Dayton, Ohio	3,300, 000	3.33	5	19,424	2,931	10,748	300	92,297		50	50
204	Hamilton, Ohio	5,596, 670	3.33	5	19,424	7,097	28,570	6	66,241	11,081	4,539	110
205	Hamilton, Ohio	3,000, 000	3.33	7	1,700	4,004	20,988	(537)	28,351	7,653		
206	Lima, Ohio	3,278, 795	3	3	18,335	4,457	9,770	101	32,918			
207	Mansfield, Ohio		2.2					186	50,687			
208	Newark, Ohio	4,000, 000	3	5	24,749	6,327	23,843	340	56,678	9,500	350	
209	Portsmouth, Ohio	5,462, 471	3	7	12,411	8,073	37,015	340	41,781			
210	Sandusky, Ohio	14,758, 074	3	4	12,788	6,327	62,156	1,606	71,582	6,018		
211	Stambridge, Ohio		6.9	6.9	15,619	12,873	62,156	1,606	118,095			
212	Stambridge, Ohio		6.9	6.9	15,619	12,873	62,156	1,606	25,542			
213	Toledo, Ohio	8,000, 000	2.5	6.5	20,344	6,610	34,627	3,379	55,074	13,030	190	
214	Toledo, Ohio	3,218, 000	2.5	6.5	20,789	4,227	19,939	50	45,625	12,453		
215	Youngstown, Ohio					4,227			251,313	57,078		
216	Zanesville, Ohio								84,344	12,998		

*i* Total amount received from State.

*j* Includes \$95,751 from sale of bonds.

*k* From sale of bonds and loans.

*l* Includes incidental expenses for the year for libraries.

*m* Includes expenditure for insurance and repairs.

*n* Includes amount received from permanent fund.

*o* Also includes incidental expenses for the year for libraries.

*d* In 1882.

*e* From State appropriation.

*f* Includes expenditure for insurance and repairs.

*g* Includes amount received from permanent fund.

*h* Also includes incidental expenses for the year for libraries.

\* From Report of the Commissioner of Education for 1883-84.

*a* These statistics are for the year 1883-84.

*b* Includes expenditure for repairs.

*c* Includes expenditure for repairs and furniture.



245	Pawnee, R. I.	17,227,833	21,635	24,000	214,797	5,575	62,000	305	2,555	70,435	(19,052)	222
246	Providence, R. I.	122,406,640	30,091	59		3,975	7,154	1,988	61,527	347,289	122,448	153
247	Warwick, R. I.	10,302,050	3,11			6,006	23,000			11,188	2,011	
248	Woonsocket, R. I.	9,000,000	3,11			45,582	23,000			28,006		
249	Christine, S. C.	24,000,000	2,307			61,359	71,905			71,905		
250	Columbia, S. C.	3,001,000	2,25			6,820	15,224			15,224		
251	Charleston, S. C.	6,637,698	2,25			6,820	15,224			15,224		
252	Knoxville, Tenn.	5,157,658	1,66			11,540	13,000			27,251	108,917	267
253	Memphis, Tenn.	2,234,276	1,5			25,171	13,000			31,809		
254	Nashville, Tenn.	39,000,000	10,241			43,389	107,457			43,639		
255	Galveston, Tex.	20,000,000	2			30,000	30,000			130,000	5,000	100
256	Houston, Tex.	7,000,000	4,802			30,000	30,000			23,806	4,700	770
257	Burlington, Vto		14							23,719		320
258	Butland, Vto									24,676	1,572	148
259	Alexandria, Va.	4,000,000	2,2			6,140	16,988			19,687	1,500	745
260	Danville, Va.		4,697			2,818	9,321			12,206	2,262	
261	Lynchburg, Va.	9,998,662	1,5			6,639	31,891			39,223	12,000	663
262	Norfolk, Va.	11,548,689	2,720			9,018	10,833			22,571		450
263	Petersburg, Va.		1,767							23,680	(91,737)	
264	Portsmouth, Va.	3,000,000				4,323	7,421			13,541	1,231	403
265	Richmond, Va.	43,211,104	43			29,007	63,871			91,083	2,380	2,303
266	Wheeling, W. Va.	17,500,000	2,7			9,143	52,474			69,259	2,622	1,132
267	Appleton, Wis.	3,500,225	3,33			25,191	17,919			52,340	17,777	1,598
268	Eau Claire, Wis.	5,772,927	17,179			1,018	16,950			20,070	63,361	14,941
269	Fond du Lac, Wis.	3,246,991	9,922			2,211	12,000			252	253	30
270	Janesville, Wis.	4,035,130	2,118			457	15,000			22,855		300
271	La Crosse, Wis.	8,000,000	3,33			18,161	55,000			96,500	9,577	209
272	Madison, Wis.	5,398,101	5,207			19,291	41,000			28,619	81,221	(88)
273	Milwaukee, Wis.	70,787,582	5,207			23,586	23,586			348,637	0	0
274	Oshkosh, Wis.	7,270,393	12,275			19,291	40,000			52,032	6,134	
275	Racine, Wis.		5,5			30,000	30,000			38,748		272
276	Watertown, Wis.	1,500,000	4,5			9,749	9,749			18,997	1,003	123

\* From Report of the Commissioner of Education for 1883-84.

*a* State appropriation.

*b* For buildings, furniture, and repairs.

*c* For school houses; also  $\frac{3}{4}$  mills for building purposes.

*d* Includes \$12,156 from sale of bonds.

*e* Includes expenditure for permanent improvements.

*f* For school purposes; also, 2 mills for building purposes.

*g* Includes sale of bonds.

*h* Amount expended over and above the appropriation of and apparently covered by a special appropriation of \$2,015.

*i* For stoves, buildings, and furniture.

*j* From poll tax.

*k* From State and county.

*l* Amount received from taxation and interest.

*m* Not included in school expenditure.

*n* Total taxable property of city and county.

*o* These statistics are for the year 1883-84.

*p* Includes incidental expenses.

*q* Stoves, buildings, furniture, and repairs.

*r* From bonds issued by city council for school houses.

*s* For buildings and repairs.

*t* From county.





[illegible]

*b* For text-books, &c., furnished from special funds.

*i* Items not fully reported.

<sup>i</sup> Based on average number belonging.

**2** Exclusive of amount paid for indebtedness.

*d* These statistics are for the Middletown City

school district only.

e Including Monroe County.  
f Total excluding Monroe County.

*a* Includes total cost of evening schools.

From Report of the Commissioner of Education for

For all  $\epsilon > 0$ ,  
 $\|g_n - g\|_{L^2(\Omega)} \leq \epsilon$ .

For all incidental or contingent expenses. These statistics are for the year 1883-'84.

Fuel and other incidentals.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &c. — Continued.*

City.	Expenditures.														Average expenses per capita.
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Total expenditure.		
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.			
1	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
75 Covington, Ky.....	\$14,226		\$1,800	\$37,380	\$500	\$2,880	\$977	\$09	\$15	\$1,498		\$1,274	\$60,650	\$13 55	\$2 50
76 Louisville, Ky.....			31,800	196,075	2,920	14,946		2,632		13,769		16,625	234,015	14 96	3 34
77 Newport, Ky.....	2,920		1,600	20,299	300	1,645	6832	0	0	552	\$0	646	28,854	11 21	2 06
78 New Orleans, La.....		\$0	3,000	216,000	2,544	11,600	2,000	2,400		3,256		8,200	249,000	16 67	2 28
79 Auburn, Me.....				15,698		1,155	1,630				902	1,993	21,468		
80 Augusta, Me.....			375	12,325		665	1,508			1,300	48	4,243	24,574		
81 Bangor, Me.....	4,110			28,827									638,073		7 99
82 Bath, Me.....				13,531	400	(2,019)				1,694	1,149		18,793		
83 Biddeford, Me.....			1,400	17,035		1,000	1,245			1,700		300	23,705		
84 Lewiston, Me.....			1,500	22,146		1,581	2,337			637	980	1,068	30,269	13 17	3 69
85 Portland, Me.....			2,250	66,361	700	5,000	4,500	0	0	5,450	1,200	1,554	95,747	14 91	4 01
86 Rockland, Me.....	0	0	d300	9,668	d300	828	757		d390	625	1,100	507	12,465	9 06	2 47
87 Baltimore, Md.....				650,030			16,152	31,523		15,324	39,844	7,525	701,353	*15 71	*4 65
88 Attleborough, Mass.....			1,417	924,000						1,986		1,631	429,944		
89 Beverly, Mass.....			30	917,579						1,290		936	419,835		
90 Boston, Mass.....				1,147,863								4304,991	1,908,586		
91 Brockton, Mass.....			25,700			2,047	2,516		2,582			73,710	36,585		
92 Brookline, Mass.....				150,969	325	234,239					14,702	1,142	233,438	43 771	6 42
93 Cambridge, Mass.....			4,000	2,200	49,186	5,035	3,685	284		6,880	4,510		783,088	15 14	6 00
94 Chelsea, Mass.....			2,200	16,175	0	1,283	1,343	180	6	771	46	4,151	26,716	19 28	8 48
95 Chicopee, Mass.....	0	0	1,600	15,700			1,511		493	2,133	410	481	23,408		
96 Clinton, Mass.....			1,280												
97 Fall River, Mass.....				93,293	1,701	13,131	6,359		11,540		(7,444)		151,456		
98 Fitchburg, Mass.....	0	0	2,000	30,361	0		2,232	69	27	4,263	4,691	3,260	58,044	14 30	7 44
99 Gloucester, Mass.....			5,250	38,090	300	2,685	2,827	125	940	5,127	5,350	1,371	78,853	12 82	5 54
100 Haverhill, Mass.....			1,183	955,000									484,447		
101 Holyoke, Mass.....			6,480	38,909		3,257	2,348		2,631		4,694	4,406	77,939	16 06	5 92
102 Lawrence, Mass.....								240							
103 Lowell, Mass.....			2,400	119,900		7,799	10,440			9,154	6,076	19,595	213,143	m18 08	m7 76



104	Lynn, Mass.	0	2,250	76,270	800	8,584	4,414	0	6,725	11,001	2,909	115,002	m14 53	m6 87
105	Malden, Mass.	0	2,025	34,612	100	2,500	1,862	0	2,686	4,246	4,093	52,124	19 77	8 80
106	Marlborough, Mass.	0	1,700	20,000	300	1,560	1,264	0	1,453	1,293	1,129	20,160		
107	Medford, Mass. c	0	1,350	925,117					1,436		1,230	234,265		
108	Milford, Mass. c	0	1,550	25,318				75	993	40	2,613	23,199	12 07	4 83
109	Natick, Mass. c	0	1,450	920,200					1,171		4,600	122,122		
110	New Bedford, Mass. *	0	63,482	3,000		6,800	3,167		3,000	1,250	4,000	91,269	16 11	0 19
111	Newburyport, Mass. c	0	2,700	922,098	300	4,104	4,931		2,417		6,744	25,988	24 82	13 37
112	Newton, Mass. *	0	2,700	70,623	300				2,313		7,754	29,733		
113	North Adams, Mass.	0	1,068	23,270		1,320	1,462		1,588		977	33,888	13 17	6 16
114	Northampton, Mass.	0	1,068	23,270		1,320	1,462		2,313		977	33,888	13 17	6 16
115	Peabody, Mass. *	0	1,068	18,566	300	1,619	1,794		491		606	24,244	14 21	3 89
116	Pittsfield, Mass. *	0	1,800	25,267	50	1,975	1,975		1,593		5,535	37,134	12 31	4 77
117	Quincy, Mass. c	0	1,592	933,600					1,470		4,729	142,347		
118	Salmon, Mass. c	0	1,800	61,061		3,811	4,114		6,507		4,977	80,530		
119	Somerville, Mass.	0	1,800	72,712		3,489	4,922		9,571		4,382	127,076	16 43	6 55
120	Springfield, Mass.	0	3,000	80,668		6,729	5,737		10,160		3,893	118,643	18 10	6 01
121	Taunton, Mass.	0	1,500	41,410	400	3,000	2,500	300	2,500	2,000	2,998	57,758	13 33	4 29
122	Waltham, Mass.	0	600	17,228		1,400	1,364		959		2,108	25,676	14 41	6 34
123	Westfield, Mass.	0	1,800	23,200	386	1,635	1,600		1,700		2,500	35,461	13 56	5 46
124	Weymouth, Mass.	0	1,620	28,157		1,966	2,206		9,625		3,717	40,043	17 14	5 91
125	Woburn, Mass.	0	3,250	155,127	3,134	7,731	9,457	1,146	1,000		7,063	266,860	16 48	4 90
126	Worcester, Mass.	0	1,800	12,670	150	1,416	1,478		1,089		671	20,515	14 27	6 35
127	Adrian, Mich. c	0	1,000	21,401	400	1,370	1,357		1,450		2,229	35,946	15 08	4 75
128	Ann Arbor, Mich.	843	2,000	23,555		3,200	2,200		612		1,700	47,924	10 90	3 82
129	Bay City, Mich.	0	4,000	186,342	3,980	14,803	13,051	600	34,100	429	8,488	310,012	14 15	5 62
130	Detroit, Mich.	0	3,800	33,575	1,450	4,750	3,229	0	1,294	150	3,069	65,165	11 45	4 43
131	East Saginaw, Mich.	0	481	15,196	400	1,767	1,560		1,528	45	1,436	37,237	12 07	4 96
132	Flint, Mich. *	0	1,278	77,971		1,900	1,053		32		477,889	230,206	14 01	13 60
133	Grand Rapids, Mich.	0	1,800	10,146	325	1,900	1,053		1,689		1,689	25,945	14 77	3 53
134	Jackson, Mich. { Dist. No. 1, Mich. }	1,270	1,800	8,838	300	843	645		1,683		1,683	15,925		
135	Muskegon, Mich.	1,100	1,800	20,283		3,250	1,800		1,780		3,638	60,414	13 47	3 94
136	Port Huron, Mich.	0	1,200	12,826		1,938	2,000	200	500	150	150	23,409		
137	Saginaw, Mich.	(5,400)	1,800	16,043	200	1,749	1,961		902	100	902	45,111	10 03	3 85
138	St. Paul, Minn.	94,640	(160,409)	720	14,992	11,241			1,273		7,669	238,827	16 60	4 92
139	St. Paul, Minn.	94,640	(127,775)		9,920	15,260			9,865		12,995	297,248		
140	Winona, Minn. *	4,160		20,562	400	1,242	1,568		8,941		(3,280)	31,563		
141	Vicksburg, Miss. *	3,000	1,500	9,375					646		1,689	25,945		
142	Hannibal, Mo.	(2,535)	1,500	13,615	100	769	785	289	646		1,689	25,945	10 26	2 42

\* From Report of the Commissioner of Education for 1883-84.

a Includes other supplies.

b Items not all reported.

c These statistics are for the year 1882-84.

d Not paid from school funds; therefore not included in total expenditure.

e Includes total cost amounting to \$7,000.

f Repairs, heating apparatus, and cleaning.

g Amount raised by taxation for wages of teachers, board, fuel, and care of fires and school rooms.

h Amount paid for all school purposes from money raised by taxation.

i For all incidental or contingent expenses.

j Includes total expenditure for drawing school and for evening schools.

k Includes amount paid for fuel and repairs.

l Expenditures for school repairs and buildings are not made by the school board; hence the apparent excess of expenditures over receipts.

m For day pupils only.

n For all incidental or contingent expenses with the exception of repairs.

o Excludes amount paid for rent and insurance.

p Exclusive of expenditure for permanent objects, amounting to \$9,990.

q Interest only.

r Fuel and light.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1884-'85, &amp;c.—Continued.

	City.	Payment of indebtedness.				Tuition.		Expenditures.								Average expenses per capita.
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	I	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
143	Kansas City, Mo.	\$13,605	\$10,252	\$2,000	(88147, 910)	\$900	\$4,817	\$2,089	\$1,020	\$130	\$1,337		\$3,915	\$222,855	\$15 19	\$1 97
144	St. Joseph, Mo.		(36, 017)	1,400	632,973	26,600	63,690	18,431			473,845			71,148	71 58	5 05
145	St. Louis, Mo.			1,400	17,921	123	1,636	940	1,200		2,300			943,523	28 342	
146	St. Paul, Mo.			1,200	14,410	300	1,189	1,683	630	174		\$813	2,000	37,057	20 30	7 80
147	Lincoln, Neb.			3,000	84,880	2,579	10,036	7,347	1,868	2,691	6,212	103	2,935	216,745		
148	Omaha, Neb.	40,944		0	15,140					(3, 213)				e18,557		
149	Virginia City, Nev.		7,280		21,981		1,200	1,500		233	2,200	50	5,610	938,834	(10 82)	4 00
150	Concord, N. H.			1,600	17,602	100	3,019	1,844			4,271	397	1,436	25,235	13 48	
151	Dover, N. H.			1,000	26,932	451	1,822	1,421			2,300	400	1,928	53,477		
152	Manchester, N. H.				(16, 124)	100	878	2,009	450	90	1,788	501	1,224	36,254	k15 90	k4 72
153	Nashua, N. H.													22,164		
154	Portsmouth, N. H.															
155	Bayonne, N. J.															
156	Bridgeport, N. J.				12,205	24	633	520	150		230	1,158	435	15,657		
157	Camden, N. J.	157,000	9,500	5,600	58,765	800	6,964	3,178	0	233		5,718	879	255,992	7 35	2 22
158	Elizabeth, N. J.				26,046	400	2,361	71,147	1,100	101	1,331	m2,850	1,006	45,291	12 71	4 14
159	Hoboken, N. J.				66,771								f15,906	82,677		
160	Jersey City, N. J.					1,500	13,500	8,137	993		6,000	4,938		m83,687		
161	Millville, N. J.			450	14,160		905	914					(0, 066)	10,843		
162	Newark, N. J.				212,458	6,704	17,410	8,115	2,406	1,186	14,767	14,748	5,108	397,769		
163	New Brunswick, N. J.			3,350	20,045		1,700	632		502	1,482	556	396	30,143	12 00	2 61
164	Orange, N. J.					300	1,352	919			1,788	157	873	28,934	17 91	4 74
165	Paterson, N. J.			13,400	55,226	1,400	7,783	3,728	700		4,147	3,907	6,230	111,251	10 28	4 07
166	Plainfield, N. J.				15,418	75	1,375	6651			1,475	(1, 001)		30,819		
167	Trenton, N. J.				41,050	200	2,980	2,320	725		238	190	4,567	52,470		
168	Albany, N. Y.			2,500	149,226	2,000	8,063	8,953	400	1,381	10,600	2,674	4,621	219,923	15 53	3 97
169	Auburn, N. Y.			2,000	35,059		3,191	2,968		34	4,680		2,206	67,679	13 54	4 77
170	Binghamton, N. Y.				36,614	130	4,267	2,248		468	2,023	38		56,606	13 29	3 69
171	Brooklyn, N. Y.	0	0		(884, 267)	23,453	47,981	26,200	5,840			103,661	61,158	1,598,427	14 73	4 52

172	Buffalo, N. Y.	6,300	329,841	17,147	14,708	5,288	2,740	19,898	298	6,745	514,162	19,59	3 89
173	Columbia, N. Y.	1,515	28,713	2,620	1,640	375	55	787	75	1,264	36,907	12,93	3 80
174	Elmira, N. Y.	3,000	36,515	900	3,210	250	234	5,617	73	1,101	64,199	13,37	4 93
175	Hudson, N. Y.	8,800	9,817	50	426	365	20	512	20	339	13,010	11,76	2 13
176	Ithaca, N. Y.	2,000	18,137	1,097	829	.....	439	380	247	989	67,773	12,90	3 16
177	Kingston, N. Y. (3 of city)	1,100	13,039	300	1,175	.....	130	1,814	103	1,607	31,459	16,58	6 55
178	Longport, N. Y.	2,200	20,943	255	1,435	.....	24	1,053	35	792	29,107	14,39	3 51
179	Rockport, N. Y.	1,500	27,474	500	2,830	.....	.....	.....	.....	361	43,463	.....	.....
180	Newburg, N. Y.	1,500	31,057	1,580	1,525	5,646	.....	837	.....	2,691	58,633	.....	.....
181	New York, N. Y.	(2,756,146)	689,254	104,331	74,203	25,419	.....	145,052	122,559	58,214	3,626,328	20,51	4 74
182	Ogdensburg, N. Y.	1,500	14,226	3,731	2,223	10	443	7,235	171	2,800	46,784	12,14	6 81
183	Oswego, N. Y.	1,500	28,297	520	1,061	150	411	693	73	820	21,321	11,31	4 00
184	Pittsburg, N. Y.	1,600	8,694	1,905	1,497	260	184	1,012	74	1,728	38,393	13,49	3 28
185	Poughkeepsie, N. Y.*	2,200	27,031	4,236	12,204	1,389	.....	14,265	803	3,007	75,764	14,40	6 02
186	Rochester, N. Y.	1,200	13,860	1,070	2,708	979	110	1,356	.....	4,474	19,049	12,22	3 01
187	Rome, N. Y.	1,200	13,860	1,873	2,460	.....	(6,007)	.....	.....	1,567	34,071	.....	.....
188	Saratoga Springs, N. Y.	1,200	20,231	6,232	5,455	.....	938	8,340	.....	137,453	919,877	13,45	4 37
189	Schenectady, N. Y.*	1,200	20,231	2,780	5,455	.....	.....	.....	(3,982)	.....	.....	.....	.....
190	Syracuse, N. Y.	1,200	59,627	900	4,094	125	1,471	5,722	721	1,357	104,626	15,61	5 06
191	Troy, N. Y.	(92,159)	18,877	1,327	2,056	225	90	4,075	124	2,038	34,176	15,91	7 85
192	Utica, N. Y.	1,200	37,567	575	3,063	900	120	3,177	2,667	2,291	70,678	21,18	7 83
193	Watertown, N. Y.*	3,338	39,015	430	4,633	2,192	912	1,670	.....	6,673	119,692	12,40	4 93
194	Yonkers, N. Y.	2,500	10,220	.....	.....	.....	.....	.....	.....	.....	29,287	.....	.....
195	Akron, Ohio	1,500	25,213	300	1,555	715	.....	750	.....	4,563	53,481	10,29	.....
196	Bellaire, Ohio	1,800	504,345	12,253	18,910	2,491	.....	24,024	882	18,433	762,954	16,52	5 06
197	Canton, Ohio	2,000	322,137	9,027	12,119	4,586	2,061	10,833	.....	15,228	623,539	14,92	3 72
198	Chillicothe, Ohio	1,800	136,415	1,397	3,091	900	.....	14,646	1,709	19,422	216,703	18,06	7 57
199	Cincinnati, Ohio	71,250	99,290	17,299	750	600	.....	.....	.....	1,189	11,631	14,86	3 30
200	Cleveland, Ohio	3,000	10,693	300	3,140	376	150	931	428	1,022	56,974	16,53	4 30
201	Columbus, Ohio	6,000	27,669	300	1,072	.....	.....	.....	.....	736,590	.....	.....	.....
202	Dayton, Ohio	1,606	13,885	136	1,072	.....	.....	.....	.....	.....	.....	9 81	4 00
203	Dayton, Ohio	1,800	17,406	.....	.....	.....	.....	.....	.....	.....	.....	11 32	.....
204	Hamilton, Ohio	1,800	17,100	.....	.....	.....	.....	.....	.....	.....	.....	13 47	3 42
205	London, Ohio	1,400	20,127	125	1,390	.....	.....	.....	.....	.....	.....	13 00	3 08
206	Lima, Ohio	1,800	25,380	150	2,172	.....	397	1,979	121	1,446	51,296	12,35	3 90
207	Mansfield, Ohio	1,800	45,393	335	2,301	.....	.....	.....	.....	.....	.....	14 39	9 87
208	Newark, Ohio	1,800	25,784	.....	.....	.....	.....	.....	.....	.....	.....	13 65	3 97
209	Northampton, Ohio	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
210	Paris, Ohio	2,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
211	Springfield, Ohio	2,250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
212	Steuersville, Ohio	1,575	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1883-84.

*a* Interest only.

*b* Includes all ordinary school expenses.

*c* These statistics are for the year 1883-84.

*d* Repairs and rent.

*e* This does not include pay of clerk of the board, nor pay of janitors.

*f* For all incidental or contingent expenses.

*g* Salaries of school committees included.

*h* Based on enrollment.

*i* Includes total amount paid for evening schools.

*j* Estimated.

*k* In day schools, in evening schools the average expenses per capita are \$7.77 for tuition and \$1.02 for incidentals.

*l* Fuel and lights.

*m* School books and stationery.

*n* Salaries of superintendent's clerks and expenses of shop and nautical school.

*o* Includes salaries of superintendent's clerks and expenses of shop and nautical school.

*p* Includes expenditure for stoves, stove repairs, steam heating, &c.

*q* These figures are based on expenditure for the school year which ended in June, while the remainder of the financial report given is for the fiscal year ended in March.

*r* Total of reported items only.

*s* Expenditure for fuel, rent, insurance, repairs, school books, &c.





243	Lincoln, R. I.*	300	17,113	2,617	1,513	75	2,780	124	22,415	32,009	11 81	2 80
244	Newport, R. I.	3,000	32,842						47,843	948,208	11 81	2 80
245	Providence, R. I.	1,368	31,009						46,916	347,230	9 22	84
246	Providence, R. I.	4,000	203,743		846				67,280	928,090		
247	Warwick, R. I.*	200	10,549	30					201	70,314		
248	Woonsocket, R. I.		62,870	600	651	460	985	374				
249	Charleston, S. C.	1,500	8,691	100	180	353	75	189	519	20,621	12 47	1 43
250	Columbia, S. C.	1,800	21,074		1,099	539	194	27	1,244	657	11 04	1 83
251	Chattanooga, Tenn.	1,570	22,321	100	1,450	656			519	20,616	11 63	1 33
252	Knoxville, Tenn.	1,800	34,001	2,510	2,710	62	2,710	62	1,256	1,501	47 643	
253	Memphis, Tenn.	6,700	67,095	30	4,090	460			50	2,961	85,753	13 29
254	Nashville, Tenn.	2,400	42,000		213	535	154	1,612	3,910	25,735	17 58	1 19
255	Galveston, Tex.	2,000	14,511		1,138	914	241	2,352	1,905	24,500	14 07	2 94
256	Houston, Tex.*	185	16,769		801	638	149	397	258	16,695		
257	Burlington, Vt. b	380	10,201	450					102	39,073	11 93	2 10
258	Rutland, Vt. b		16,769						405	21,969	14 51	2 43
259	Alexandria, Va.*	0	(8,443)		760	708	335	908	65,397	23,330		
260	Danville, Va.*	3,063	18,753	300	520	727	200	15	562	2,977	95 622	10 71
261	Lynchburg, Va.	600	17,835	300	200				636	65,847		
262	Norfolk, Va.	15,875	16,106	946	200				41,512	49,484		
263	Petersburg, Va.*		9,600		1,820	2,250	100	1,307	51	21,540	10 81	3 75
264	Portsmouth, Va.*		1,294	3,735	2,181	1,550	125	965	1,263	19,697	10 70	4 56
265	Richmond, Va.	(46,780)	59,014	2,200	2,036	1,841	355	1,845	1,561	48,344	12 55	4 80
266	Wheeling, W. Va.	(16,400)			2,462	1,841	0	0	7,346	934,610	11 61	4 88
267	Appleton, Wis.	5,752	11,438		12,555	13,735			2,493	627,919	114 52	22 70
268	Kenosha, Wis.	2,391	15,466		2,167	3,085	100	1,076	3,400	42,136	12 03	4 04
269	Racine, Wis.	500	12,312	300	2,103	2,281	175	2,252	21,431	38,748	13 06	4 80
270	La Crosse, Wis.	1,500	27,817							10,510	8 43	1 60
271	La Crosse, Wis.	800	27,817									
272	Madison, Wis.	0	(17,873)									
273	Milwaukee, Wis.	20,000	371,636	2,116								
274	Oshkosh, Wis.	488	27,703	800								
275	Racine, Wis.	1,200	27,313	150								
276	Watertown, Wis.*	400	7,452									

\* From Report of the Commissioner of Education for 1883-'84.  
 a For all incidental or contingent expenses.  
 b These statistics are for the year 1882-'84.  
 c Expenditure for fuel, rent, insurance, repairs, school books, &c.  
 d No interest included.  
 e Includes amount paid for interest.  
 f Includes other incidental expenses.

*Cities containing 7,500 inhabitants and over from which no statistics have been received.*

Alabama.....	Mobile.	Iowa.....	Burlington.	Mayland.....	Fredrick.	North Carolina.	Wilmington.	Texas.....	Dallas.
Do.....	Selma.	Do.....	Ottumwa.	Michigan.....	Kalamazoo.	Pennsylvania.....	Columbia.	Do.....	San Antonio.
Florida.....	Jacksonville.	Kentucky.....	Lexington.	Do.....	Lansing.	Do.....	Danville.	Do.....	Washington.
Illinois.....	Aurora.	Do.....	Federal.	Minnesota.....	Shillwater.	Do.....	Shamokin.	Do.....	West Washington.
Do.....	Chicago.	Louisiana.....	Strevport.	New York.....	Hornellsville.	Do.....	Shamokin.	Do.....	Salt Lake City.
Do.....	East St. Louis.	Maryland.....	Cumberland.	North Carolina.	Kathiga.	Texas.....	Austin.	Do.....	

*This is the sum of the items given, though the reported total is but \$2,945.*  
 n Total of reported items only.  
 o Including total cost of evening schools, amounting to \$3,429.  
 p Includes expenditure for fuel, rent, insurance, repairs, and school books.

TABLE III.—PART 1.—Statistics of public normal schools for 1884-'85; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.					
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Normal.		Other.		
											Male.	Female.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Female.
1	State Normal School *	Florence, Ala.....	1873	Rev. Hardie Brown, D. D., president.	\$7,500				8	276	55	37	107	77	
2	State Normal and Industrial School	Huntsville, Ala.....	1875	William H. Connell	4,000	\$41,500			4	167	73	91	2	36	44
3	State Normal School	Jacksonville, Ala.....	1883	J. Harris Chappell, A. M.	2,500				5	106	6	20			
4	Livingston Female Academy and Alabama Normal College.	Livingston, Ala.....	1840	Dr. Carlos G. Smith and Miss Julia S. Tutwiler.	\$2,500				19	123		25			100
5	Lincoln Normal University.	Marion, Ala.....	1873	William B. Paterson	4,000	0	\$0	\$10 00	11	373	181	192			
6	Tuskegee Normal School	Tuskegee, Ala.....	1881	Booker T. Washington.....	3,000	0	0	14 50	12	207	125	82			
7	Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark.....	1875	Joseph C. Corbin, A. M.	2,572			17 15	5	150	102	48	0	0	
8	Branch State Normal School.	Los Angeles, Cal.....	1882	Ira More	15,000	0	0	65 00	7	231	25	206			
9	Normal department of Girls' High School.	San Francisco, Cal.....	1876	John Swett			2,000		1	66		66			
10	California State Normal School	San José, Cal.....	1862	Charles H. Allen, A. M.	40,000	0	0	76 00	17	563	81	447	6	32	
11	Normal department, University of Colorado.	Boulder, Colo.....	1877												
12	Connecticut Normal and Training School.	New Britain, Conn.....	1850	Clarence F. Carroll	17,000			79 07	11	215	7	208			
13	East Florida Seminary	Gainesville, Fla.....	1853	Edwin P. Carter, A. M.	750			8 82	5	85	13	2	60	10	
14	Normal department, North Georgia Agricultural College.*	Dahlonega, Ga.....	1877	Hen. D. W. Lewis, A. M., president.		0	0		15	183	35	15	100	33	
15	Southern Illinois Normal University	Carbondale, Ill.....	1874	Rev. Robert Allyan D. D., LL.D.	22,340	0	0	45 40	13	379	89	92	82	116	
16	Illinois State Normal University	Normal, Ill.....	1857	Edwin C. Hewett, LL.D., president.	24,000			947 80	14	647	161	340	90	56	
17	Cook County Normal School.	Normal Park, Ill.....	1867	Col. Francis W. Parker		25,000			17	358		(358)			
18	Training school department of public schools.	Fort Wayne, Ind.....	1867	Miss Martha A. Jones			(h)		2	12		12			
19	Indianapolis Normal School	Indianapolis, Ind.....	1866	M. E. Nicholson		(h)			4	34	1	33			
20	American Normal College	Logansport, Ind.....	1884	Walter Saylor		3,000			7	255	157	98			



		1870	W. W. Parsons	22,000	0	0	15	966	589	415	(202)
21	Indiana State Normal School.....	1870	W. W. Parsons	22,000	0	0	15	966	589	415	(202)
22	Iowa State Normal School.....	1876	J. C. Gilchrist, A. M.	13,500	0	0	23 00	408	125	283	0
23	Normal department of the High School *.....	1863	F. E. Stratton, A. M.				46	213	1	11	667 134
24	Chair of Didactics, State University of Iowa.....	1873	Rev. Stephen N. Fellows, D.D.				1	20	12	8	0
25	West Des Moines Training School.....	1882	Lizzio K. Matthews		(b)		2	6			
26	Kansas State Normal School.....	1865	Albert R. Taylor, M. A., pres. t	46,500			23 00	362	120	182	
27	Southern Normal School and Business College.....	1875	A. W. Mol		3,000		14	500	350	210	
28	Normal department of the Agricultural and Mechanical College, t.....		Maurice Kirby, A. M.				761				
29	Louisiana State Normal School *.....	1885	Edward E. Shelby, A. M., PH. D.	6,000			4				
30	Eastern State Normal School.....	1867	Rollison Woodbury	6,833		(c)	31 00	204	57	147	
31	State Normal and Training School.....	1867	George C. Huntington, A. M.	6,000	0	0	17 65	158	31	157	0
32	State Normal and Training School.....	1879	William J. Corbitt	6,667	0	0	54 00	138	8	127	0
33	Madawaska Training School.....	1879	Vetal Cyr, B. S.	1,300			2	68	10	40	8 30
34	Normal Training and Practice Class.....	1878	Sarah M. Taylor				3	9	0	9	0
35	Baltimore Normal School for Colored Teachers.....	1864	John Core	2,000			5	194	9	23	50 112
36	Maryland State Normal School.....	1866	M. A. Nowell	10,500	0	0	36 97	13	284	207	17
37	London Normal School.....	1852	Larkin Duntton, LL. D., head master.				6	106		56	50
38	Massachusetts State Normal Art School.....	1873	George H. Bartlett.....	16,210			9	123	18	105	
39	State Normal School.....	1840	Albert G. Boyden, A. M.				10	196	43	153	
40	State Normal School *.....	1839	Ellen Hyde	11,800	0	0	100 00	13	110	110	
41	Haverhill Training School.....	1881	Mary E. Trask				3	16		14	
42	State Normal School *.....	1884	Daniel B. Hagar, PH. D.	14,060			53 84	13	260	260	2
43	Westfield State Normal School.....	1839	Joseph G. Scott	10,850			70 00	8	155	7	148
44	Massachusetts State Normal School at Worcester.....	1874	E. Harlow Russell	11,325			18	156	5	151	0
45	Course in the science and the art of teaching (University of Michigan).....	1879	William H. Payne, A. M., professor.				1	(p)			
46	State Normal School.....	1852	Daniel Putnam, A. M., acting	32,500			20	517	104	(517)	
47	State Normal School at Maunkato.....	1868	Edward Stearns, M. A., pres. t	12,000	0	0	20 80	12	447	222	66 55
48	State Normal School at St. Cloud.....	1869	Thomas J. Gray, president	12,000			55 40	12	256	66	151 (39)
49	State Normal School at Winona.....	1860	Arvin Shepard, A. M., pres. t.	13,000			31 60	14	369	61	200 20
50	Mississippi State Normal School.....	1870	W. B. Higgate, A. M.	3,000	0	0	14 00	3	158	113	45

\* From Report of the Commissioner of Education for f As East Florida Seminary; reorganized as State Normal School in 1880.

a Exclusive of appropriation for permanent objects.  
b \$1,000 from Slater fund and \$500 from Peabody fund.

c As Livingston Female Academy; normal department established in 1883.

d For normal department.

e Nothing to report for 1884-'85, and no appropriation for 1885-'86.

f As East Florida Seminary; reorganized as State Normal School in 1880.

g This is for normal pupils only.

h Appropriation in common with other public schools of the city.

i Includes instructors in the high school.

j These are high school pupils.

k Includes estimated income from endowment.

l These means are from the register of the college for 1883-'84.

m Assisted by other college professors.

n Not opened until October 30, 1885.

o Buildings and grounds appropriated by town and parish of Natchitoches.

p Students in this course are included in report of students in department of literature, science, and the arts (see Table IX).

q Also \$3,400 from tuition, rent, &c.

TABLE III.—PART 1.—Statistics of public normal schools for 1884-'85, &amp;c.—Continued.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year, &c.		Total.	Normal.		Other.	
											Male.	Female.		
					5	6	7	8	9	10	11	12	13	14
51	Tongaloo University	Tongaloo, Miss.	1869	Wm. Herbert Thrall, A. M.	\$3,000	\$0	\$0	\$10 04	14	85	13	6	41	25
52	Missouri State Normal School, third district.	Cape Girardeau, Mo.	1873	Richard C. Norton, A. M., president.	10,000			36 00	8	279	169	110		
53	Normal department of the University of the State of Missouri.*	Columbia, Mo.	1849	D. R. McAnally, jr., A. M., dean.	6500				16	610	13	24	491	82
54	Lincoln Institute.*	Jefferson City, Mo.	1866	Inman E. Page, A. M.	8,000			38 00	7	217	37	15	73	92
55	Missouri State Normal School, first district.	Kirksville, Mo.	1867	J. P. Blanton, A. M., pres. t.	10,000	0	0	15 00	22	475	249	226		
56	Liberal Normal School*	Liberal, Mo.	1882	W. E. Grayston	100	320		1 00	2	113	2	3	47	61
57	St. Louis Normal School	Saint Louis, Mo.	1857	F. Louis Soldan			7,472		6	96		96		
58	State Normal School, second district.	Warrensburg, Mo.	1871	George L. Osborne, A. M., LL. D.	25,000	0	0	20 87	11	479	206	273		
59	Bloomington Normal School	Bloomington, Nebr.	1882	Frank M. Vancil			44,473		2	170	25	35	60	50
60	Nebraska State Normal School	Penn., Nebr.	1867	George L. Farham, A. M.	14,000			41 30	10	339	134	205		
61	Manchester Training School for Teachers.	Manchester, N. H.	1869	Miss O. Adele Evers			2,000		1	9		9		
62	New Hampshire State Normal School	Plymouth, N. H.	1871	Prof. C. C. Rounds, Ph. D.					2	22		22		
63	Newark Normal School	Newark, N. J.	1879	Jane E. Johnson	0	0	1,500		4	35		35		
64	Normal Training Class*	Paterson, N. J.		J. A. Reinhardt, Ph. D.					2	25		25		
65	New Jersey State Normal School.	Trenton, N. J.	1855	Washington Hasbrouck, Ph. D.	20,000				25	220	40	180		
66	State Normal School	Albany, N. Y.	1844	Edward P. Waterbury, A. M., Ph. D., president.	18,000				13	562	128	280	54	100
67	State Normal and Training School.	Brockport, N. Y.	1867	Charles D. McLean, A. M., LL. B.	18,006				17	435	(291)	(144)		
68	State Normal and Training School*	Buffalo, N. Y.	1871	Henry B. Backham	17,878				16	233		(233)		13
69	State Normal and Training School.	Cortland, N. Y.	1869	James H. Hoese, A. M., Ph. D.	18,000	0	0		13	411	127	250	21	13
70	State Normal and Training School.	Tredonia, N. Y.	1868	Francis B. Palmer, Ph. D.	18,000			31 00	13	286	60	141	28	57

	Geneese, N. Y.	1871	William J. Milne, <i>edu. D.</i>	18,000	0	0	17	495	(380)	(116)
71	State Normal and Training School	1870	<i>edu. D.</i> Thomas Hunter, <i>edu. D.</i>	0	0	0	38	1,500	0	1,500
72	Normal College	1870	President.	18,000	0	0	55	22	49	277
73	State Normal and Training School *	1861	Edward A. Sheldon, <i>A. M.</i>	18,000	0	0	15	339	168	231
74	State Normal and Training School	1869	<i>edu. D.</i> E. B. Cook, <i>A. M.</i>	18,000	0	0	4	23	23	23
75	Syracuse Training School	1880	Edward Smith	0	0	0	6	00	90	97
76	University Normal School *	1877	Prof. Julius L. Tomlinson, <i>A. M.</i>	2,000	0	0	3	63	75	63
77	Elizabeth City State Normal School	1881	S. L. Sheep	500	100	775	3	10	60	100
78	State Colored Normal School	1877	E. E. Smith, <i>A. M.</i>	2,000	0	0	15	74	3	127
79	Franklin Normal School	1881	G. G. Groff	500	0	785	3	01	167	99
80	State Colored Normal School (Albion Academy)	1881	Rev. Moses A. Hopkins, <i>A. M.</i>	500	0	0	8	158	75	63
81	New Bern State Normal School *	1881	John A. Savage	500	0	7100	4	00	30	25
82	Newton State Normal School <i>g</i>	1881	M. G. S. Noble, superintendent.	500	100	730	0	308	169	139
83	Plymouth State Colored Normal School	1881	John W. Pope	500	0	7442	5	104	36	20
84	State Colored Normal School *	1881	Rev. J. O. Crosby	500	0	742	4	00	2	125
85	Wilson State Normal School	1881	E. C. Branson	500	100	7125	1	22	146	180
86	Cincinnati Normal School	1868	Carrie Newhall Ladrop	0	0	5,500	5	58	0	58
87	Cleveland City Training School	1871	Ellen G. Reveley	0	0	(b)	7	73	0	72
88	Dayton Normal School	1869	Mary F. Hall	0	0	1,000	10	112	52	60
89	Greene Normal School	1870	J. S. Love, <i>A. M.</i>	750	7,000	0	15	70	21	(49)
90	Ashland College and Normal School *	1870	M. G. Royal, <i>A. B.</i> , president	0	0	0	8	216	60	47
91	Oregon State Normal School *	1882	D. T. Stanley, <i>A. B.</i> , president.	0	0	0	14	431	(165)	(200)
92	Pennsylvania State Normal School, sixth district	1869	Rev. David J. Waller, <i>jr.</i>	5,000	0	0	11	338	153	185
93	Southwestern State Normal School	1874	Theo. B. Ness, <i>A. M.</i>	5,000	0	0	10	00	13	417
94	State Normal School	1857	J. A. Cooper, <i>A. M.</i>	5,000	0	0	14	412	165	247
95	State Normal School at Indiana	1865	Leonard H. Darling, <i>A. M.</i>	5,000	0	0	(k)	16	544	323
96	Keystone State Normal School	1875	Rev. Nathan C. Schaeffer, <i>edu. D.</i>	0	0	0	11	206	101	99
97	Central State Normal School *	1877	Albert N. Ranb, <i>edu. D.</i>	5,000	0	0	10	355	175	180
98	Pennsylvania State Normal School, fifth district	1862	D. C. Thomas, <i>A. M.</i>	8,000	0	0	(k)	24	588	285
99	Pennsylvania State Normal School, second district *	1855	B. F. Shaub, <i>A. M.</i>	10,000	0	0	30	2,261	1,470	372
100	Philadelphia Normal School for Girls	1848	George W. Feller	0	0	35,576	0	30	2,261	410

\* From Report of the Commissioner of Education for 1882-'84.

*a* Includes \$95,000 for buildings.

*b* Public funds and non-resident tuition.

*c* These statistics are for the school year 1882-'84.

*d* Special appropriation for the purchase of books and appliances; other appropriations in common with other departments of the university.

*e* From Peabody fund.

*f* These statistics are for the session of 1884.

*g* These statistics are for the session of 1884.

*h* Appropriation in common with other public schools of the city.

*i* For all departments.

*j* This amount expended in payment of debt.

*k* Fifty cents a week for normal pupils, and \$50 to each graduate agreeing to teach two years in the State.



TABLE III.—PART 1.—Statistics of public normal schools for 1884-'85, &amp;c.—Continued.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.			
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.		Total.	Normal.		Other.
					5	6	7	8		10	Male.	Female.	Male.
	1	2	3	4					9	11	12	13	14
101	Cumberland Valley State Normal School *	Shippensburg, Pa.	1873	S. B. Helges	\$5,000			(b)	13	262	99	74	49
102	West Chester State Normal School	West Chester, Pa.	1871	Geo. Morris Phillips, retd.	5,000			\$21 00	22	473	100	175	98
103	Rhode Island State Normal School	Providence, R. I.	1871	Rev. Thomas J. Morgan, D.	12,000				7	160	8	152	
104	Saturday Normal School	Charleston, S. C.	1880	Henry P. Archer			\$2,500		1	106	10	96	
105	State Normal College, University of Nashville.	Nashville, Tenn.	1875	Rev. Eben S. Stearns, S. T. D., president.	10,000				11	166	53	113	
106	Sam Houston Normal Institute	Huntsville, Tex.	1879	J. Baldwin	20,500	\$8,000		90 00	7	194	93	101	
107	State Normal School d	Castleton, Vt.	1867	Abel E. Leavenworth, A. M.	2,524				5	162	(162)		
108	Johnson State Normal School	Johnson, Vt.	1867	A. H. Campbell, A. M.	2,724	0	0	24 72	8	111	32	79	0
109	State Normal School	Randolph, Vt.	1867	Edward Conant	2,880	100		20 72	7	139	28	111	
110	State Normal School of Virginia	Farmville, Va.	1884	W. H. Rudner	10,000			10 00	8	100	100		
111	Hampton Normal and Agricultural Institute.	Hampton, Va.	1868	Samuel C. Armsstrong	410,329				746	659	7385	274	
112	Virginia Normal and Collegiate Institute.	Petersburg, Va.	1883	James Sturum, A. M.	20,000	0	0	27 77	6	123	62	51	10
113	Colored High and Normal School	Richmond, Va.	1867	S. T. Beach	97,000				12	300	100	200	
114	Concord State Normal School	Concord, W. Va.	1875	Prof. James H. French	1,509				2	137	(137)		
115	Fairmont State Normal School	Fairmont, W. Va.	1869	Conrad A. Sipe, A. M.	2,000			0 50	8	207	162	67	7
116	Glenville State Normal School	Glenville, W. Va.	1873	S. B. Brock	2,000			18 51	8	108	69	38	1
117	Slater College	Harper's Ferry, W. Va.	1867	Rev. N. C. Brackett, Ph. D.	600				7	199	100	99	
118	Marshall College, State Normal School	Huntington, W. Va.	1867	W. J. Kenny, A. M.	2,000				4	150	43	54	28
119	Shepherd College, State Normal School	Shepherdstown, W. Va.	1873	T. J. Woolter	2,000			30 00	3	65	30	35	
120	West Liberty State Normal School *	West Liberty, W. Va.	1871	D. T. Williams	1,140			25 00	4	52	28	19	3
121	Milwaukee Normal School <sup>a</sup>	Milwaukee, Wis.	1872	Sarah A. Stewart	0	0	2,600		1	22	3	19	0
122	Wisconsin State Normal School	Milwaukee, Wis.	(c)	J. J. Mapel					15				
123	State Normal School	Oshkosh, Wis.	1871	George S. Albee, president.	16,950	0	0	22 72	8	455	120	214	41
124	Wisconsin State Normal School	Platteville, Wis.	1866	Duncan McGregor, A. M., president.					12	256	106	150	

125	State Normal School.....	River Falls, Wis.....	1875	W. D. Parker, president.....	13,782	0	0	48 35	12	258	93	165	.....
126	State Normal School.....	Whitewater, Wis.....	1868	Theron B. Pray, A. M., acting.....	20,000	.....	.....	.....	15	437	112	221	42
127	Dakota Normal School.....	Madison, Dak.....	1883	Charles S. Richardson.....	\$27,000	.....	.....	.....	8	120	52	68	.....
128	Normal School.....	Spearfish, Dak.....	1884	Van Buren Baker.....	\$5,000	.....	.....	.....	1	115	0	(415)	.....
129	Miner Normal School.....	Washington, D. C. (17th and Sampson streets),	1877	Lucy E. Moten.....	.....	.....	.....	.....	1	16	0	16	0
130	Normal department of University of Deseret.....	Salt Lake City, Utah..	1875	John E. Park, M. D.....	\$5,000	.....	.....	.....	6	41	30	11	.....
131	Normal department of University of Washington Territory.	Seattle, Wash. Ter....	1862	L. J. Powell, A. M., president.....	.....	.....	.....	.....	3	17	5	12	.....

\* From Report of the Commissioner of Education for 1883-84.  
*f* For all departments.  
*g* Paid by State and city jointly.  
*h* At the close of the session of 1884-85 this school was superseded by a State normal school, for which the legislature made provision in 1886.  
*i* To be opened September, 1885.  
*j* Territorial appropriation.

*k* Territorial appropriation for 1884, which was expended for normal school building.  
*l* In 1884.  
*m* Appropriation in common with other public schools of the city.

*a* Exclusive of appropriations for permanent objects.  
*b* Fifty cents a week for normal pupils, and \$50 to each graduate agreeing to teach two years in the State.  
*c* From Peabody fund.  
*d* These statistics are for the school year 1883-84.  
*e* Received annually from the State, being one-third of the income in this State from the Congressional grant of land to agricultural colleges.





18	Training school department of	11	11	1	40	(k)	(k)	(k)	(k)	0	x	x	0	(k)	(k)	0	x	0	0	0	June.
19	Public schools.	23	23	11	38	53	3	0	0	0	0	0	0	0	0	0	0	0	0	0	June
20	Indianapolis Normal School	23	23	11	38	53	3	0	0	0	0	0	0	0	0	0	0	0	0	0	June
21	American Normal College	26	26	1	39	830	30	17	100,000	30	0	0	0	0	0	0	0	0	0	0	June 12.
22	Indiana State Normal School	30	30	4	39	2,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June 20.
23	Iowa State Normal School	30	30	26	40	2,250	275	188	8	100,000	0	0	0	0	0	0	0	0	0	0	June.
24	Normal department of the High School.*	12	12	(m)	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June 23.
25	Chair of Didactics, State University of Iowa.	9	9	8	37	(n)	400	5	(n)	25	0	0	0	0	0	0	0	0	0	0	June 23.
26	West Des Moines Training School.	6	6	1	36	32	7	32	4	0	0	0	0	0	0	0	0	0	0	0	June 11.
27	Kansas State Normal School	21	21	3, 4	40	1,700	200	65	12	75,000	0	0	0	0	0	0	0	0	0	0	June 11.
28	Southern Normal School and Business College.	12	12	10	48	3,500	250	100	6	75,000	43	0	0	0	0	0	0	0	0	0	June 31.
29	Normal department of the Agricultural and Mechanical College, p	3	3	3	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June 3.
30	Louisiana State Normal School q.	2	2	2	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June 1.
31	Eastern State Normal School.	40	40	36	38	975	25	50	3	25,000	0	0	0	0	0	0	0	0	0	0	June 3.
32	State Normal and Training School.	30	30	20	38	1,500	15	20	11	20,000	0	0	0	0	0	0	0	0	0	0	June 3.
33	State Normal and Training School.	32	32	30	2	488	62	207	12	40,000	0	0	0	0	0	0	0	0	0	0	Jan. and June.
34	Madawaska Training School.*	12	12	4	40	300	50	10	0	0	0	0	0	0	0	0	0	0	0	0	Jan. and June.
35	Normal Training and Practice Class	9	9	7	1	38	32	152	4	0	0	0	0	0	0	0	0	0	0	0	June 3.
36	Baltimore Normal School for Colored Teachers.	4	4	4	41	1,200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June, last Thurs.
37	Maryland State Normal School	3	3	3	39	2,455	82	226	18	130,000	70	0	0	0	0	0	0	0	0	0	May, last week.
38	Boston Normal School.	55	55	1	41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June.
39	Massachusetts State Normal Art School.	1	1	4	40	102	9	3	0	0	0	0	0	0	0	0	0	0	0	0	June.
40	State Normal School	20	20	2, 4	40	1,663	69	183	0	0	0	0	0	0	0	0	0	0	0	0	July 1.
41	State Normal School*	20	20	2, 4	40	1,663	69	183	0	0	0	0	0	0	0	0	0	0	0	0	June.
42	Haverhill Training School	9	9	8	2	35	10	10	2	0	0	0	0	0	0	0	0	0	0	0	Sept.
43	State Normal School	24	24	2, 4	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Jan. and June.
44	Westfield State Normal School.	19	19	2, 4	40	2,500	500	0	0	100,000	0	0	0	0	0	0	0	0	0	0	June 30.
45	Massachusetts State Normal School at Worcester.	36	36	2, 3	40	2,100	140	150	3	108,114	0	0	0	0	0	0	0	0	0	0	June, last Fri.
46	Course in the science and the art of teaching (University of Michigan).	100	100	4	40	6,680	707	340	23	125,000	10	0	0	0	0	0	0	0	0	0	June, last Wed.
47	State Normal School	19	19	3, 4	38	1,200	100	40	17	80,000	0	0	0	0	0	0	0	0	0	0	June, last Wed.
48	State Normal School at Mantak...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	June, last Wed.

\*From Report of the Commissioner of Education for 1883-'84.

*a* To normal pupils.

*b* For their fees; tuition is free.

*c* The State gives county boards discretionary power in the matter.

*d* In addition to three years in the high school.

*e* In schools of the city.

*f* Nothing to report for 1881-'85, and no appropriation for 1885-'86.

*g* To county appointees; others, \$30 to \$40.

*h* Free to those pledged to teach in the State.

*i* Free to pupils in the county.

*j* In all schools of the county, except those of Chicago.

*k* These items belong to the public schools, and are all open to the use of the training school.

*l* Certificates are given on completion of course; diplomas at the end of two years.

*m* Four years in high school and one after in the training school.

*n* Reported with classical department (see Table IX).

*o* After two years of successful teaching graduates may receive the degree of "bachelor of didactics."

*p* These statistics are for the school year 1883-'84.

*q* Not opened until October 30, 1885.

*r* To 200 State students; \$50 to others.

*s* To students intending to teach in the State; to others, \$100.

*t* To those who comply with the condition of teaching in the schools of Massachusetts; incidental fee, \$4.

*u* Estimated.

*v* All courses are elective.



	83	80	2	40	*317		0	x	x	x	0	x	x	x	0	x	x	x	x	Dec., last, Wed.
66	State Normal School	18					0	30,000	0	x	x	x	x	x	x	x	x	x	x	Dec., last, Wed.
67	State Normal and Training School	19					0	\$150,000	10	x	x	x	x	x	x	x	x	x	x	Dec., last, Wed.
68	State Normal and Training School	18					0	108,000	0	x	x	x	x	x	x	x	x	x	x	Jan. and June.
69	State Normal and Training School	43	43	2, 3, 4	40	1, 666	300	20	108,000	0	x	x	x	x	x	x	x	x	x	Jan. 16
70	State Normal and Training School	21	40	2, 3, 4	40	2, 200	100		128,800	0	x	x	x	x	x	x	x	x	x	June, last Thurs.
71	State Normal and Training School	50	40	2, 3, 4	40	2, 200	100		110,000	0	x	x	x	x	x	x	x	x	x	June, last Thurs.
72	Normal College	238	175	4	40	750	0	609	2	1,000,000	0	x	x	x	x	x	x	x	x	July 2.
73	State Normal and Training School*	51	35	2, 3, 4	40	700	7	53	12	110,000	223	0	x	x	x	x	x	x	x	Jan. and June.
74	State Normal and Training School	37	2	3, 4	40				4			0	x	x	x	x	x	x	x	July, 3d week.
75	Syracuse Training School	9	8	7, 11	40				45			0	x	x	x	x	x	x	x	June 26.
76	University Normal School*	63	2		40				45			0	x	x	x	x	x	x	x	April.
77	Elizabeth City State Normal School	8	4	0	36	315	21	17	9	5,000	0	0	x	x	x	x	x	x	x	August.
78	State Colored Normal School	8	4	0	36	315	21	17	9	5,000	0	0	x	x	x	x	x	x	x	March 25.
79	Franklin Normal School	8	4	0	36	315	21	17	9	5,000	0	0	x	x	x	x	x	x	x	April.
80	State Colored Normal School (Albion Academy).	0	4		32	3	3	3	0	6,000	0	0	x	x	x	x	x	x	x	June 26.
81	New Berno State Normal School*	12	110				1				0	0	x	x	x	x	x	x	x	June 26.
82	Newton State Normal School	4									0	0	x	x	x	x	x	x	x	April.
83	Plymouth State Colored Normal School	3	24	50	30	38	5	400			0	0	0	0	0	0	0	0	0	August.
84	State Colored Normal School*	0									0	0	0	0	0	0	0	0	0	March 25.
85	Wilson State Normal School	28	800	100	60	5					0	0	0	0	0	0	0	0	0	April.
86	Cincinnati Normal School	45	1	40	100						60	0	0	0	0	0	0	0	0	July 20.
87	Cincinnati City Training School	42	17	1	40						0	0	0	0	0	0	0	0	0	June.
88	Dayton Normal School	21	21	1	40	230	10	50	2		0	0	0	0	0	0	0	0	0	June 26.
89	Genova Normal School	1	1	1	38	600	25	12	1	60,000	25	0	x	x	x	x	x	x	x	May 31.
90	Ashtabud College and Normal School*	13	3	59	200	45	0				20	x	x	x	x	x	x	x	x	June last Thurs.
91	Oregon State Normal School*	49	41	3	42	1, 160	300	200	7	150,400	52½	x	x	x	x	x	x	x	x	June, last Thurs.
92	Pennsylvania State Normal School, sixth district.	22									30	12	200,000	52½	x	0	0	0	0	June, last Thurs.
93	Southwestern State Normal School	54	54	2	42	1,000					30	12	200,000	52½	x	0	0	0	0	July 9.
94	State Normal School	54	54	2	42	5,500	227	600	75	100,000	48	x	x	x	x	x	x	x	x	June 26.
95	State Normal School at Indiana	50	50	3	43	3,068	123	75	42	180,000	50	x	x	x	x	x	x	x	x	June 26.
96	Koystono State Normal School	29	29	2	42	2,916	153			127,600	42	x	x	x	x	x	x	x	x	June 26.
97	Central State Normal School*	51	51	2, 4	42	830	50	60	12		50	x	x	x	x	x	x	x	x	June 26.
98	Pennsylvania State Normal School, fifth district.	38	35	3	42	5,000	250	500	30	120,000	42	x	x	x	x	x	x	x	x	June 26.
99	Pennsylvania State Normal School, second district.*	45	44	3	42	4,500	200				60	x	x	x	x	x	x	x	x	June.
100	Philadelphia Normal School for Girls.	243	42	4	42	1,550	0	50	3	350,000	0	x	x	x	x	x	x	x	x	June.

\* From Report of the Commissioner of Education for 1883-'84.

a Free to those pledged to teach in the State.

b For other fees; tuition is free.

c State certificates are granted by State superintendent without further examination.

d Reported with classical department (see Table IX).

e In schools of the county.

f In schools of the city.

g The certificate is good for two years in the State; the diploma, after two years of successful teaching, is made a life certificate.

h These statistics are for the school year 1883-'84.

i For use of books; tuition free to those who pledge themselves to teach in the State, \$50 to others.

j Includes value of library.

k To normal pupils.

m To normal pupils; \$24 and \$28 to others.

n In addition to three years in the high school.

o In summer school; 40 weeks in university course.

p Value of apparatus.

q These statistics are for the session of 1884.

r See Table VI.

s Certificates on graduation; diplomas after two years of successful teaching.







TABLE III.—PART 2.—Statistics of private normal schools for 1884-'85; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of organization.	Principal.	Number of students.				Graduates in the last year.	
					Total.	Normal.		Other.	Whole number.	Number who have engaged in teach.
						Male.	Female.			
2	3	4	5	6	7	8	9	10	11	12
1	Rust Normal Institute.....	Huntsville, Ala.....	1870	M. L. Raines.....	163	25	56	23	65	
2	Emerson Institute.....	Mobile, Ala.....	1873	Rev. M. E. Churchill.....	329	(22)	(307)			
3	Alabama Baptist Normal and Theological School.....	Selma, Ala.....	1878	Rev. E. M. Drowley.....	4148					
4	Normal department, Talladega College.....	Talladega, Ala.....	1869	George H. Howe.....	51	27	24		2	
5	Southland College and Normal Institute.*	Helena, Ark.....	1864	Mrs. Henrietta S. Kitteral.....	4	(61)	(250)		4	
6	California Kindergarten Training School.....	San Francisco, Cal. (1504 Jones street).....	1880	Mrs. Kato D. Smith Wiggins.....	2	25	25		25	14
7	Normal department of Atlanta University.....	Atlanta, Ga.....	1867	Charles P. Sinnott.....	61	63	16	47	610	
8	Normal department of Clark University.....	Atlanta, Ga.....	1869	D. Moury.....	3	20	4	16	2	2
9	Paine Institute.....	Augusta, Ga.....	1864	Rev. George Williams Walker, A. M. president.....	3	132	28	41	30	0
10	Normal department, Hedding College.....	Abingdon, Ill.....		Rev. Joseph S. Cumming, D. D., E. A. W. Krauss.....	6	2	4			
11	Evangelical Lutheran Teachers' Seminary.*	Addison, Ill.....	1864		6	161	161		20	20
12	Aurora Normal School &.....	Aurora, Ill.....	1857	Rev. John B. Robinson, D. D., Ph. D., president.....						
13	Western Normal College.....	Bushnell, Ill.....	1881	James A. Lyons.....	5				2	2
14	Free Training School for Kindergarten teachers.....	Chicago, Ill. (Michigan avenue and 22d street).....	1882	Miss Matilda H. Ross.....	2	52	52		29	
15	Holy Trinity Normal Kindergarten Training School.....	Danville, Ill.....	1880	Miss Emma T. Lehman.....	1	2	2		2	2
16	Northern Illinois Normal School.....	Dixon, Ill.....	1881	J. B. Dille, A. M.....	17	403	204	199	25	17
17	Elmhurst Evangelical Proseminary.....	Elmhurst, Ill.....	1872	Rev. Peter Goebel.....	8	79	25	54	15	6
18	Normal department of Eureka College.*	Eureka, Ill.....	1883	J. V. Coombs, A. B.....	5	60	25	35		





TABLE III.—PART 2. —Statistics of private normal schools for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.				Graduates in the last year.		
					Total.	Normal.		Other.	Whole number.	Number who have engaged in teach- ing.	
						Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12
45	Garnett Normal School and Business Institute.		J. A. McKirahan								
46	Kansas Normal School and Business Institute.*	1878	John Wherrell	4	1,028	(260)	(768)	21			12
47	Salina Normal University	1884	L. O. Thoroman	11	173	103	70	9			8
48	Kentucky Presbyterian Normal School.*	1860	Prof. R. C. Morrison	13	146						
49	School of Pedagogy, South Kentucky College.		James E. Scobey, M. A., professor.	1				1			
50	Normal department of the State University.	1879	Miss M. V. Cook	616	83	42	41				9
51	Kentucky Female Orphan School.*	1849	S. P. Lucy, A. M.	5	80		80	8			8
52	Normal department, New Orleans University.	1873	Almon F. Hoyt, A. M., s. t. b., acting president.	3	14	2	12	0			0
53	Normal department, Straight University.	1869	Prof. R. C. Hitchcock	4	46	20	26	3			3
54	Peabody Normal School for Colored Students.	1877	Mrs. Sylvania F. Williams	1	10	0	10	0	0	0	0
55	Peabody Normal Seminary	1870	Robert Mills Insher	2	8	0	8	3			2
56	Normal department of Maine Central Institute.	1870	O. H. Drake, A. B.	6				7			4
57	Oak Grove Seminary, normal department.	1857	Charles H. Jones	66	24	4	20				
58	Centenary Biblical Institute, normal department.	1872	Rev. W. Maslin Frysinger, D. D., president.	68	147	98	32	8			
59	St. Catherine's Normal Institute	1874	Sister Ferdinand, superior.		170						
60	The Theresianum (Notre Dame of Maryland).*	1877	School Sisters of Notre Dame	5	20		20				
61	Kindergarten Normal Class*.	1872	Miss Mary J. Garland and Miss Rebecca J. Weston.	6	16		16	9		16	9

62	Normal School of Adrian College.	Adrian, Mich.	1879	Joseph F. McCulloch, B. A., B. PH. . . . .	4	80	49	31	3	31	25	13
63	Normal department of Hillsdale College.	Hillsdale, Mich.	1855	Rev. Ransom Dunn, D. D., pres- dent <i>ad interim</i> .	18	119	60	59	.....	.....	.....	.....
64	Normal department of Olivet College*.	Olivet, Mich.	1880	Rev. J. Estabrook, M. A. . . . .	6	85	25	60	.....	.....	18	12
65	Normal department of Rust University*.	Holly Springs, Miss.	1869	Rev. W. W. Hooper, A. M., pres- dent.	68	106	77	29	.....	.....	.....	.....
66	Kavanaugh College.	Holmesville, Miss.	1884	Rev. H. Walter Featherston . . . . .	6	125	.....	.....	.....	.....	.....	.....
67	Iuka Normal Institute.	Iuka, Miss.	1882	H. A. Dean, A. M. . . . .	9	250	115	135	.....	.....	21	17
68	Jackson College.	Jackson, Miss.	1877	Rev. Charles Ayer . . . . .	5	170	70	50	25	25	5	5
69	St. Stanislaus Seminary*.	Florissant, Mo.	1823	Rev. C. Coppens, S. J. . . . .	5	70	70	70	.....	.....	17	13
70	Normal department of La Grange Col- lege.	La Grange, Mo.	1859	J. F. Cook, M. A., LL. D., president . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
71	Central Wesleyan College, normal de- partment.	Warrenton, Mo.	1864	Rev. Herman A. Koch, D. D., presi- dent.	67	29	9	20	.....	.....	4	4
72	Duane College, normal department . . . . .	Crete, Neb.	1878	Rev. David B. Perry, A. M., presi- dent.	612	20	2	18	.....	.....	.....	.....
73	Fairfield Normal and Collegiate Insti- tute.	Fairfield, Neb.	1884	O. C. Hnbell, A. M. . . . .	4	57	36	21	.....	.....	0	.....
74	Normal and Business College . . . . .	Fremont, Neb.	1884	Prof. W. P. Jones . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
75	McPherson Normal College.	McPherson City, Neb.	1884	H. T. Morton . . . . .	4	.....	.....	.....	.....	.....	.....	.....
76	Sauvee Normal Training School.	Sauvee Agency, Neb.	1870	Alfred L. Riggs, A. M., B. D. . . . .	67	118	2	3	67	40	.....	.....
77	Normal Kindergarten Class . . . . .	New York, N. Y. (139 W. 48th st.).	1878	Mary L. Van Wagenen . . . . .	6	15	.....	15	.....	.....	15	12
78	Seminary for the Training of Kinder- gartners.	New York, N. Y. (275 Fifth ave.).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bolte.	.....	.....	.....	.....	.....	.....	.....	.....
79	Graham Normal College* . . . . .	Graham, N. C.	1881	Rev. W. S. Long, A. M. . . . .	6	102	20	15	40	27	15	15
80	Whitin Normal School* . . . . .	Lumberton, N. C.	1876	David P. Allen . . . . .	2	76	31	10	15	20	.....	.....
81	St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.	1863	Rev. Robert B. Sutton, D. D. . . . .	7	130	19	30	32	49	.....	.....
82	Shaw University* . . . . .	Raleigh, N. C.	1866	Rev. H. M. Tupper, A. M., presi- dent.	8	330	171	159	.....	.....	.....	.....
83	Normal department of Zion Wesley College.	Salisbury, N. C.	.....	Rev. Joseph C. Price, A. M., pres- ident.	(d)	41	(41)	.....	.....	.....	.....	.....
84	Gregory Institute . . . . .	Wilmington, N. C.	1873	George A. Woodard . . . . .	68	3	1	2	.....	.....	3	.....
85	Tilston Normal School . . . . .	Wilmington, N. C.	1872	Miss Amy M. Bradley . . . . .	9	.....	.....	556	.....	.....	66	62
86	Olio Normal University . . . . .	Ada, Ohio	1871	H. S. Lehr, A. M. . . . .	40	2,009	1,453	51	29	52	45	.....
87	Ashland College Normal School* . . . . .	Ashland, Ohio	1879	Hiram F. Hixson, A. M., PH. D. . . . .	7	177	51	29	52	45	.....	.....
88	Northeastern Ohio Normal School . . . . .	Cantfield, Ohio	1882	Eyron E. Helman, A. M. . . . .	9	230	98	64	42	31	5	.....
89	Training Class of the Cincinnati Kin- dergarten Association* . . . . .	Cincinnati, Ohio	.....	Mrs. Edina Worden . . . . .	.....	13	0	13	.....	.....	9	.....
90	Normal department of Ohio Wesleyan University.	Delaware, Ohio	.....	Rev. Charles H. Payne, D. D., LL. D., president.	.....	15	12	3	.....	.....	.....	.....
91	Fayette Normal, Music and Business College.	Fayette, Ohio	1881	E. P. Ewers, president . . . . .	10	200	110	90	.....	.....	8	5
92	College of Teachers of the National Normal University.	Lebanon, Ohio	1855	Alfred Holbrook, PH. D., president . . . . .	35	1,378	(1,378)	.....	.....	.....	123	.....
93	Western Reserve Normal School e . . . . .	Milan, Ohio	1832	B. B. Hall . . . . .	6	143	68	44	27	4	5	.....

c Also 11 instructors in the industrial department.

d Instructors included in report of college proper (Table IX).

e These statistics are for the school year 1883-84.

f From Report of the Commissioner of Education for 1883-84.

g Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is associated.

h For all departments.



TABLE III.—PART 2.—Statistics of private normal schools for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of organization.	Principal.	Number of instructors.	Number of students.				Graduates in the last year.		
					Total.	Normal.		Other.	Whole number.	Number who have engaged in teaching.	
						Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12
94 Normal department of Mt. Union College.	Mt. Union, Ohio.....	1846	Elmer H. Stanley, A. B.....	7	51	39	12				
95 Wilberforce University, normal department.	Wilberforce, Ohio.....		Mrs. Anna J. H. Cooper, A. B.....	61							
96 Teachers' Seminary of the Evangelical Joint Synod of Ohio and Adjacent States.	Woodville, Ohio.....	1881	Aug. Wil. Lindemann.....	3	18	18				5	5
97 The Brethren's Normal College.....	Huntingdon, Pa.....	1876	J. H. Brumbaugh.....	9	205	107	93			10	9
98 Lyscoming County Normal School.....	Muncy, Pa.....	1870	Emerson Collins.....	11	196	95	89	8	4	11	11
99 Froebel Training School for Kindergarten.*	Philadelphia, Pa. (Seaton st., above 21st).	1881	Miss M. L. Morrison.....	1	5		3		2	3	3
100 Normal Training School for Kindergarten.	Philadelphia, Pa. (121 N. 11th st.).		Mrs. Guion Gourlay.....	5							
101 Philadelphia Training School for Kindergarten.	Philadelphia (1323 Pine st.), Pa.....	1878	Mrs. M. L. Van Kirk.....	7	26		26			26	18
102 Normal department, Swarthmore College.	Swarthmore, Pa.....	1869	Edward H. Magill, M. A., president.	2	16	1	15			2	2
103 The Schofield Normal and Industrial School.	Aiken, S. C.....	1863	William T. Rodenbach.....	8	90	20	15	29	26	2	2
104 Avery Normal Institute*.....	Charleston, S. C.....	1865	John A. Nichols, A. M.....	11	355	26	42	95	192	8	0
105 Brainerd Institute.....	Chester, S. C.....	1874	Rev. S. Loomis, A. M.....	5	129	(129)					
106 Normal department of Allen University.	Columbia, S. C.....	1881	Prof. Jos. W. Morris, A. M., LL. B.....	9	275	30	25	100	120	6	5
107 Normal School of Claflin University.....	Orangeburg, S. C.....	1868	Rev. L. M. Dutton, A. M., president.	5	105	67	38			6	
108 Fairfield Normal Institute.....	Winnabow, S. C.....	1869	Rev. Willard Richardson.....	5	70	32	38			45	
109 Normal department of Kingsley Seminary.	Bloomington, Tenn.....	1883	Joseph H. Ketron, A. M.....	4	59	45	8	3	3		
110 Knoxville College.....	Knoxville, Tenn.....	1875	Rev. J. S. McCulloch, D. D., president.	13	52	27	15	9	1	1	
111 Freedmen's Normal Institute*.....	Maryville, Tenn.....	1874	William P. Hastings.....	17	150	70	51	16	13	9	







	3	50	200	12	33	x	0	0	0	x	x	x	x	x	0
22 Elkhart Normal School.*															
23 De Pauw Normal School (De Pauw University).															
24 Indiana Kindergarten Training School.	1	45													
25 Indianapolis Kindergarten Training School.	2	40	50	8	50										
26 Central Indiana Normal School and Business College.	4	50	2,300	132	17	11	25,000								
27 Mrs. Hallman's Training Class for Kindergarten.	1	30													
28 Southern Indiana Normal College.	4	47	1,000	50	20	12	15,000								
29 Normal department, Moore's Hill College.	4	39													
30 Southern Indiana Normal School.*	4	42	200												
31 Richmond Normal School.	3	40	250	25	4	12,500									
32 Normal department, Speckard Academy.															
33 Northern Indiana Normal School and Business Institute.*	4	50	5,000	1,000	300	28									
34 Normal and Scientific Institute.	2	44	200												
35 Amity College, normal department.	2	33	(c)												
36 Eastern Iowa Normal School.	5	46	600												
37 Dexter Normal School.	3	50	1,000*												
38 Normal department of Upper Iowa University.	3	38	4,000	150	17	2	75,000								
39 Iowa City Academy, normal department.	3	37	(c)												
40 Normal department of Cornell College.*	23	36	500	100	60	9									
41 Western Normal College and Shenandoah Commercial Institute.	1	50	3,000	75		30									
42 Teachers' Seminary of the German Evangelical Lutheran Synod.*	3	40													
43 Normal department of Baker University.	3	38	(c)												
44 Kansas Normal College and Business Institute.	4	42	800	200	100	20	15,000								
45 Garnett Normal School and Business Institute.															
46 Kansas Normal School and Business Institute.*	3	44	2,500	120	120	10									
47 Salina Normal University.	4	44	1,000												
48 Kentucky Presbyterian Normal School.*	38	500	125												
49 School of Pedagogics, South Kentucky College.	2														
50 Normal department of the State University.	4	36	500	50			20,000								
51 Kentucky Female Orphan School.*	4	40	832	50	13	6									

\* From Report of the Commissioner of Education for 1883-'84.

a Incidental fee; tuition is free.

b 14 half-free scholarships donated by principal.

c Reported with classical department (see Table IX).

d A department of Jennings Seminary (see Table VI), with which its statistics are included.

e These figures are for the school year 1893-'84.

f Certificates at the end of the year of theory; diploma at the end of two years.

g Work interrupted during this year by preparation of an exhibit for the New Orleans Exposition; resumed in autumn of 1885. The statistics given are for the year 1883-'84.

h To students of the college.

i Value of furniture, &c.; buildings leased.

j No separate report for this department (see Table VI).

k See report of Iowa City Academy and Normal School (Table VI).

l Preparatory course; advanced course is one year for juniors and seniors in the college.

m Includes report of Bellevue Seminary, with which the Kentucky Presbyterian Normal School is associated.

n Average charge.

TABLE III.—PART 2.—Statistics of private normal schools for 1884-'85, &amp;c.—Continued.

NOTE.— × indicates an affirmative answer; 0 indicates no or none; ..... indicates no answer.

Name.	Number of years in full course of study.		Number of weeks in scholastic year.		Library.			Value of grounds, buildings, and apparatus.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free-hand drawing?	Instrumental.		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas or certificates on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	13	14	15	16	17	18	19					20	21								
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32
52 Normal department, New Orleans University.	2, 4	35	500	300	50	0	\$0	\$0	×	0	×	×	0	0	0	0	×	×	-----	June 4.	
53 Normal department, Straight University.	4	32	(a)	-----	10	2	(a)	8	×	0	×	×	×	×	0	0	0	×	0	May 29.	
54 Peabody Normal School for Colored Students.	3	34	40	0	0	2	-----	18	0	0	0	0	0	0	0	0	0	0	0	June.	
55 Peabody Normal Seminary.	3	44	800	0	300	2	-----	50	0	0	×	×	×	×	0	0	0	×	0	Dec.	
56 Normal department of Maine Central Institute.*	2	37	-----	-----	-----	-----	-----	21-24	×	0	×	×	×	×	0	0	0	0	0	June.	
57 Oak Grove Seminary, normal department.	3	35	(b)	(b)	-----	5	(b)	20	×	0	0	0	×	×	0	0	×	×	0	May.	
58 Centenary Biblical Institute, normal department.	3	39	400	100	10	20	30,000	15	0	0	0	0	×	×	0	0	0	×	0	June 10.	
59 St. Catherine's Normal Institute.	4	52	-----	-----	-----	-----	-----	-----	×	×	×	×	×	×	-----	-----	-----	-----	-----	June.	
60 The Theresianum (Notre Dame of Maryland.)*	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	June.	
61 Kindergarten Normal Class.*	1	36	(a)	(a)	-----	3	(a)	150	×	0	0	0	×	×	×	0	×	×	0	June.	
62 Normal School of Adrian College.	2	39	(a)	(a)	20	12	(a)	28½	0	0	×	×	×	×	×	0	0	0	0	June, 3d Thurs.	
63 Normal department of Hillsdale College.	4	38	(a)	(a)	80	2	-----	30	×	×	×	×	×	×	×	0	0	0	0	June 19.	
64 Normal department of Olivet College.*	4	40	(a)	(a)	10	15	-----	9	×	0	×	×	×	×	0	0	0	×	×	June.	
65 Normal department of Rust University.*	4	36	(a)	(a)	10	15	-----	30	×	×	×	×	×	0	0	0	0	0	0	June.	
66 Kavanaugh College.	4	40	-----	-----	-----	-----	1,000	46	×	0	×	×	×	×	×	0	0	0	0	July 23.	
67 Iuka Normal Institute.	4	46	417	-----	-----	20	4,000	46	0	0	×	×	×	×	×	0	0	0	0	May 1.	
68 Jackson College.	5	36	-----	-----	-----	20	30,000	9	0	0	×	×	×	×	×	0	0	0	0	June, last week.	
69 St. Stanislaus Seminary.*	4	44	5, 200	70	10	2	-----	0	0	0	×	×	×	×	×	0	0	×	×	May 13.	
70 Normal department of La Grange College.	3	34	-----	-----	-----	-----	-----	-----	0	0	×	×	×	×	×	0	0	×	0	-----	







129	Kindergarten Normal Institute <sup>a</sup> .....	1	40	00	4	54	0	100	x	x	x	x	x	x	x	June, 1st week.
130	Normal department of Howard University <sup>a</sup> .....	3	33	(a)	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	May, 25-28.
131	Normal department of Wayland Seminary.....	3	34	2,000	.....	.....	40,000	6	x	0	0	0	0	0	0	May, last week.
132	Normal department of Brigham Young Academy.....	2	40	(f)	.....	.....	(f)	40	x	x	x	x	x	x	x	Oct. 16.

\* From Report of the Commissioner of Education for 1887-'84.

<sup>d</sup> These statistics are for the school year 1883-'84.

<sup>e</sup> The sessions of this school for 1884-'85, were held in connection with those of the Kindergarten Normal Institute, under the direction of Mrs. Louise Pollock.

<sup>a</sup> Reported with classical department (see Table IX).

<sup>b</sup> See Table VI.

<sup>c</sup> Incidental fee; tuition is free.

<sup>f</sup> Library and buildings recently destroyed by fire—new buildings in process of erection.

TABLE III.—Normal schools from which no information has been received.

Name.	Location.	Name.	Location.
Pacific Kindergarten Normal School.....	San Francisco, Cal. (cor. Van Ness ave. and Sacramento st.)	Lycening County Normal School.....	Montoursville, Pa.
Normal School, Colorado College.....	Colorado Springs, Colo.	Institute for Colored Youth.....	Philadelphia, Pa. (Bainbridge street, west of Ninth).
Haven Normal School.....	Fort Wayne College, normal department	Kindergarten Training Class.....	Philadelphia, Pa. (315 N. 35th street).
West Kentucky Normal School, Murray Institute	Fort Wayne, Ind.	Humboldt Normal Institute.....	Humboldt, Tenn.
Training School for Teachers.....	Murray, Ky.	The Warner Institute.....	Jonesborough, Tenn.
American Kindergarten Normal School.....	Cambridge, Mass.	Virginia Normal School.....	Pridgewater, Va.
	New York, N. Y. (314 East 15th street).	Washington Normal School.....	Washington, D. C.

TABLE III.—Memoranda.

Name.	Location.	Remarks.
Normal School for Colored Teachers.....	Huntsville, Ala.....	Name changed to State Normal and Industrial School.
Normal department of Arkansas Industrial University.....	Fayetteville, Ark.....	Suspended.
Los Angeles Normal School.....	Los Angeles, Cal.....	See Branch State Normal School; identical.
Connecticut State Normal School.....	New Britain, Conn.....	Name changed to Connecticut Normal and Training School.
Normal School for Training Kindergartners.....	Danville, Ill.....	See Holy Trinity Normal Kindergarten Training School; identical.
Northern Illinois College and Normal School.....	Pittton, Ill.....	See report of this college (Table VI).
North Normal and Scientific School.....	Morris, Ill.....	School discontinued.
Normal department of Norwegian Luther College.....	Decorah, Iowa.....	Normal work is so intimately associated with college work that no separate report can be made.
Whittier College and Normal Institute.....	Salem, Iowa.....	See report of Whittier College (Table VI).
Campbell Normal University and Commercial Institute.....	Holtton, Kans.....	Transferred to Table VI.

TABLE III.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Normal department of University of Kansas .....	Lawrence, Kans. ....	Abolished by the legislature.
Normal department of Columbus College .....	Columbus, Ky. ....	Closed.
Glasgow Normal School .....	Glasgow, Ky. ....	Removed to Bowling Green and opened under the name of Southern Normal School and Business College.
Chair of Didactics, University of Nebraska .....	Lincoln, Nebr. ....	No mention of this chair in the catalogue for 1884-'85.
Model Kindergarten and Training Class for Young Ladies .....	New York, N. Y. ....	Principal of this class now gives private kindergarten and elementary lessons only.
Normal Training School .....	New York, N. Y. ....	See Seminary for the Training of Kindergartners; identical.
A. M. A. Normal School .....	Wilmington, N. C. ....	Name changed to Gregory Institute.
Northwestern Ohio Normal School .....	Ada, Ohio .....	Name changed to Ohio Normal University.
Northern Ohio Normal College .....	Mansfield, Ohio .....	Closed.
University of Oregon, normal department .....	Eugene City, Oreg. ....	Abolished by an act of the board of regents.
Centennial Kindergarten Training School .....	Philadelphia, Pa. ....	Not in operation in 1884-'85 and may not be again opened.



TABLE IV.—Statistics of commercial and business colleges for 1884-'85; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								In day school.			In evening school.			
								Total number of students, excluding duplicate enrollments.	Total.	Male.	Female.	Total.	Male.	Female.
1	Course in Commerce, State Agricultural and Mechanical College.*	Auburn, Ala.	1872	1872	O. D. Smith, A. M.	6	7	8	9	10	11	12	13	14
2	Howard College Business School	Marion, Ala.	1882	1880	J. T. Murfee, LL. D., president.	3	0	20	20	20	0	0	0	0
3	Little Rock Commercial College	Little Rock, Ark.	1881	1874	Aaron Bates, president.	5	0	340	242	211	31	98	89	9
4	Sierra Normal College and Business Institute.	Auburn, Cal.	.....	1883	M. W. Ward and Martin L. Fitch.	5	2	140	140	68	72	.....	.....	.....
5	Woodbury's Business College	Los Angeles, Cal.	.....	.....	F. G. Woodbury	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Oakland Business College and Normal School	Oakland, Cal.	0	1877	Do Witt Clinton Taylor	2	1	40	40	28	12	.....	.....	.....
7	Barnard's Business College	San Francisco, Cal. (46 O'Farrell street).	.....	1876	G. B. Barnard	5	1	115	81	67	14	34	34	.....
8	Globe Business College	San Francisco, Cal.	.....	1881	H. C. Roeth	5	3	45	45	33	12	.....	.....	.....
9	Heald's Business College	San Francisco, Cal.	0	1864	E. P. Heald	10	5	490	400	300	100	.....	.....	.....
10	Pacific Business College	San Francisco, Cal. (320 Post street).	.....	1865	W. E. Chamberlain, jr	4	2	125	100	80	20	25	25	.....
11	Garden City Commercial College	San Jose, Cal. (box 490).	0	1861	H. B. Worcester	3	2	225	225	194	31	.....	.....	.....
12	Commercial department of Santa Clara College.	Santa Clara, Cal.	.....	1872	Rev. R. E. Kenna, s. j., president.	6	.....	65	65	65	.....	.....	.....	.....
13	Business College of the University of Denver*	Denver, Colo.	.....	1882	R. J. Wallace, dean	3	1	65	57	46	11	8	8	.....
14	Denver Business College	Denver, Colo.	0	1882	John G. Pilsen	3	0	28	20	18	2	18	18	0
15	Hannum's Hartford Business College	Hartford, Conn.	.....	1877	T. W. Hannum	4	.....	164	125	98	27	39	30	9
16	Business College of Clark University	Atlanta, Ga.	.....	1884	Rev. C. J. Brown, A. M.	61	.....	35	14	14	.....	21	21	.....
17	Moore's Business University	Atlanta, Ga.	.....	1858	R. F. Moore, president.	3	.....	175	175	175	.....	0	0	.....
18	Commercial department of Hedding College.	Abingdon, Ill.	1875	1855	Charles D. Benfield, M. ACCT.	1	.....	21	21	17	4	.....	.....	.....

b Assisted by the college faculty.

a Charter of the college.

\* From Report of the Commissioner of Education for 1883-'84.

TABLE IV.—Statistics of commercial and business colleges for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
							In day school.			In evening school.			
							Total.	Male.	Female.	Total.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
19 Western Normal College and Commercial Institute.	Bushnell, Ill.	.....	1881	J. A. Lyons	3	1	37	37	32	5	0	0	0
20 Champaign Business College.	Champaign, Ill.	.....	1883	Cobb and McKee	2	2	120	80	50	30	40	.....	.....
21 Chicago Athenaeum.	Chicago, Ill.	1873	1871	Edward I. Galvin, sup't.	13	5	799	799	632	167	(a)	(a)	6
22 Lakeside Business College*.	Chicago, Ill.	.....	1879	B. M. Worthington and A. N. Palmer.	3	1	55	40	28	12	15	9	.....
23 Metropolitan Business College	Chicago, Ill. (149-153 State street).	0	1872	O. M. Powers	7	2	396	307	265	42	89	85	4
24 Sander's Chicago Business College*.	Chicago, Ill. (278 West Madison street).	.....	1872	J. J. Souder	7	.....	483	322	269	53	161	141	20
25 Dixon Business College.	Dixon, Ill.	.....	1881	J. B. Dille	6	1	185	185	133	52	.....	.....	.....
26 Commercial department of Eureka College.	Eureka, Ill.	1855	1849	N. L. Richmond	b1	.....	30	30	29	1	.....	.....	.....
27 Commercial department of Ewing College.	Ewing, Ill.	.....	1878	Marion D. Fulton, M. ACCT.	2	.....	40	40	19	21	.....	.....	.....
28 Commercial department of German-English College, c	Galesburg, Ill.	.....	.....	Jacob Boss, A. M.	b2	.....	.....	.....	.....	.....	.....	.....	.....
29 Western Business College.	Galesburg, Ill.	1862	1862	M. H. Barringer	2	2	.....	.....	.....	.....	.....	.....	.....
30 Jacksonville Business College and English Training School.	Jacksonville, Ill.	0	1863	Geo. W. Brown	4	2	321	321	292	29	0	0	0
31 Joliet Business College and English Training School.	Joliet, Ill.	1866	1866	Prof. Honor Russell	.....	.....	400	400	350	50	.....	.....	.....
32 Commercial department of McKendree College.	Lebanon, Ill.	.....	.....	E. B. Waggoner, A. M.	b1	.....	17	17	14	3	.....	.....	.....
33 Lincoln Business College, Lincoln University.	Lincoln, Ill.	.....	.....	Rev. A. J. McElmurry, D. D., president; W. R. Wheeler, principal.	4	.....	70	79	79	.....	.....	.....	.....





TABLE IV.—*Statistics of commercial and business colleges for 1884-'85, &c.—Continued.*

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
									In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
63	Lawrence Business College.....	Lawrence, Kans.....	.....	1869	V. F. Boor and E. L. McIl- ravy.	8	1	400	262	138	75	59	16	
69	Western Business College *.....	Topeka, Kans.....	.....	1867	M. A. Pond.....	2	.....	219	126	37	56	40	7	
70	Thomas Martin & Son Business College Company.*.....	Covington, Ky.....	.....	1875	Thomas Martin.....	2	.....	150	50	.....	100	100	.....	
71	School of Commerce, South Kentucky Col- lege.....	Hopkinsville, Ky.....	.....	.....	James H. Pitts, M. B., pro- fessor.....	2	.....	.....	.....	.....	.....	.....	.....	
72	Commercial College of Kentucky University.	Lexington, Ky.....	.....	.....	Wilbur R. Smith, president; Ephraim W. Smith, prin- cipal.....	9	1	513	509	490	19	40	40	.....
73	Louisville, Bryant and Stratton Business College.*.....	Louisville, Ky. (406 Third st.).....	0	1865	James Ferrier.....	5	1	181	111	98	13	70	70	.....
74	Thomas Martin & Son Business College Company.*.....	Newport, Ky.....	.....	1882	Thomas Martin.....	1	.....	75	0	0	75	75	.....	
75	Western Kentucky Normal University and Business College.*.....	Paducah, Ky.....	.....	1883	J. T. Norton.....	3	2	16	16	9	7	.....	.....	
76	J. W. Blackman's Commercial College.....	New Orleans, La. (131 Carondelet street). New Orleans, La. (cor. St. Charles and Lafayette streets). Augusta, Me. (Water street). Portland, Mo.....	.....	1862	J. W. Blackman.....	2	.....	40	24	24	0	16	16	.....
77	Soulé's Commercial College and Literary Institute.....	.....	1861	1856	George Soule, president.....	8	1	281	250	239	11	42	42	0
78	Dirigo Business College and Telegraph Institute.....	.....	1867	1865	R. B. Capen.....	(a8)	.....	273	251	197	54	22	14	8
79	Portland Business College.....	Portland, Mo.....	1863	1863	Levi A. Gray.....	5	.....	208	178	160	18	30	25	5
80	Rockland Commercial College *.....	Rockland, Me.....	1879	1879	G. A. Kilgore.....	6	3	279	203	121	82	174	102	72



TABLE IV.—*Statistics of commercial and business colleges for 1884-'85, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
								In day school.			In evening school.		
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
110	Bryant's Business College .....	St. Joseph, Mo. ....	.....	G. W. Vogler and J. C. McKee. ....	3	2	150	.....	.....	.....	.....	.....	.....
111	Ritner's Commercial College .....	St. Joseph, Mo. ....	.....	P. Ritner, A. M. ....	3	1	286	109	165	34	87	62	25
112	St. Joseph Commercial College .....	St. Joseph, Mo. ....	1882	Rev. Bro. Icarion, F. S. C., president. ....	8	.....	130	130	130	.....	.....	.....	.....
113	Bryant & Stratton Business College .....	St. Louis, Mo. ....	1861	W. M. Carpenter, M. D., president. ....	12	3	803	803	.....	.....	.....	.....	.....
114	Franklin Institute .....	St. Louis, Mo. (s. w. cor. 4th and Market streets). ....	.....	Frank Charles Kossak. ....	1	.....	25	18	18	.....	7	7	.....
115	Jones Commercial College * .....	St. Louis, Mo. ....	1849	J. G. Bolmer .....	4	0	200	140	128	12	60	60	0
116	Johnson's Commercial College .....	St. Louis, Mo. (210 and 212 n. 3d street). ....	1877	John W. Johnson, president. ....	6	.....	225	175	140	35	50	40	10
117	Mound City Commercial College .....	St. Louis, Mo. (322 Chestnut street). ....	1861	Thomas A. Rice, A. M., LL.B., president. ....	7	0	157	82	80	2	75	75	0
118	Northwestern Normal School and Business Institute .....	Stansberry Mo. ....	.....	D. L. Chaney .....	7	2	290	290	149	141	.....	.....	.....
119	Stewartsville Commercial College .....	Stewartsville, Mo. ....	1879	Rev. W. O. H. Perry, A. M., president. ....	1	.....	12	11	8	3	1	1	.....
120	Commercial department, Central Wesleyan College. ....	Warrenton, Mo. ....	1864	Rev. H. A. Koch, D. D. ....	all	.....	46	46	41	5	0	0	0
121	Hastings Commercial College .....	Hastings, Neb. ....	.....	H. B. Gilbert. ....	3	.....	107	83	26	57	24	19	5
122	Lincoln Business College .....	Lincoln, Neb. ....	0	R. F. Reese, n. s. ....	2	2	151	111	66	45	40	28	12
123	Omaha Commercial College .....	Omaha, Neb. ....	1875	M. C. Roubrough, M. S. ....	7	3	270	240	180	60	30	20	10
124	Wyman Commercial College * .....	Omaha, Neb. ....	1882	A. L. Wyman, president. ....	4	2	325	325	290	35	.....	.....	.....



125	Bryant & Stratton Business College *	Manchester, N. H.	1865	William Heyou, jr.	2	275	192	153	39	83	66	17
126	New Hampton Commercial College.	New Hampton, N. H.	1877	Rev. A. B. Meevey, A. M., ru. d. president.	3	60	60	50	10	0	0	0
127	Commercial College * b.	Portsmouth, N. H.	1873	Lewis E. Smith.	4	117	80	50	36	31	31	.....
128	Elizabeth Business College *	Elizabeth, N. J. (315- 123 Jefferson ave.)	1873	James H. Lansley, M. D.	.....	.....	.....	.....	.....	.....	.....	.....
129	Jersey City Business College.	Jersey City, N. J. (23 and 25 Newark ave.)	1879	William E. Drake	.....	239	239	226	13	.....	.....	.....
130	Coleman's Bryant & Stratton Business College.	Newark, N. J.	1863	Coleman & Palms.	6	605	510	500	10	95	90	5
131	New Jersey Business College.	Newark, N. J. (764 and 766 Broad street).	1874	C. T. Miller	7	2230	130	107	23	100	89	11
132	Peterson Business College d	Trenton, N. J.	1876	George W. Latimer	.....	142	79	07	12	63	63	.....
133	Capital City Commercial College.	Trenton, N. J.	1865	Andrew J. Rider	7	260	180	154	26	80	74	6
134	Albany Business College.	Albany, N. Y.	1857	Carnell & Carhart	7	1	310	236	200	36	104	90
135	Claghorn's Bryant & Stratton Commer- cial School.	Brooklyn, N. Y. (38- 44 Court street).	1861	C. Claghorn.	4	0	148	143	142	6	0	0
136	French's Business and Telegraph College	Brooklyn, N. Y. (16 Court street).	1868	George W. French, LL. B.	1	5	450	389	157	232	61	13
137	St. James's Commercial College *	Brooklyn, N. Y. (Jay street).	1851	Rev. Brother Tatian	9	0	625	625	0	0	0	0
138	Wright's Business College.	Brooklyn, N. Y. (e. d.)	1873	Henry C. Wright	5	1	364	196	141	55	168	23
139	Commercial department of Canisius College	Buffalo, N. Y.	1853	Rev. Theodore van Rossum, s. j.	e23	.....	138	128	128	.....	.....	.....
140	Allen Business College *	Elmira, N. Y.	1880	F. M. Allen, president	5	1	1713	115	100	15	13	2
141	Elmira Business College	Elmira, N. Y.	1858	A. J. Warner	5	1	139	120	110	10	19	1
142	Commercial department, Fort Edward Col- legiate Institute.	Fort Edward, N. Y.	1854	Rev. Jos. E. King, D. D., PH. D., president.	7	6	66	66	58	8	.....	.....
143	Geneva Business College	Geneva, N. Y.	1880	A. E. Mackey, president	1	1	25	25	21	4	.....	.....
144	Lima Business College *	Lima, N. Y.	1876	Charles B. Ellis	1	.....	86	83	59	27	.....	.....
145	Metropolitan Business College.	New York, N. Y. (36 E. 14th street).	1873	Charles E. Gady and Har- vey A. Spencer.	4	.....	197	114	95	19	83	5
146	Packard's Business College.	New York, N. Y. (805 Broadway).	1858	S. S. Packard	8	0	410	410	358	52	0	0
147	Paine's Business College.	New York, N. Y. (62 Broadway, corner Ca- nal street).	1849	Martin S. Paine	3	2	364	234	196	38	130	24
148	The Paine Uptown Business College	New York, N. Y. (1313 Broadway, corner 34th street).	1872	H. W. Remington.	3	2	381	224	186	38	157	30
149	Eastman Business College.	Poughkeepsie, N. Y.	1859	Clement C. Gaines	12	0	864	864	862	2	.....	.....
150	Rochester Business University.	Rochester, N. Y. (cor- ner State and Mar- ket streets).	1863	F. L. Williams, president; F. L. Rogers, secretary.	7	0	831	684	610	74	147	29
151	Taylor & Co's Business College and Writing Institute.	Rochester, N. Y. (79 East Main st.).	1876	A. J. Taylor.	2	.....	184	70	61	9	114	18

\* From Report of the Commissioner of Education for 1883-84.  
 b College faculty.  
 c This college is associated with Smith's Academy; for report, see Table VI.  
 d There are also 53 special students in phonography, and 43 in German.  
 e These statistics are for the school year 1883-84.  
 f Includes special students in phonography, telegraphy, German, French, and Spanish.  
 g Charter of Genesee Wesleyan Seminary, with which Lima Business College is associated.  
 A Date of reorganization.

TABLE IV.—Statistics of commercial and business colleges for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
								In day school.			In evening school.		
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
152 Bryant & Stratton Business College and Telegraphic Institute.*	Syracuse, N. Y. (Grand Opera House).	0	1865	C. P. Meads	2	1	188	88	60	28	100	92	8
153 Troy Business College.	Troy, N. Y.	1871	1868	Thomas H. Shields	4	1	250	175	150	25	75	60	15
154 Smithideal Business College.	Greensborough, N. C.	1883	1883	G. M. Smithideal, president.	4	4	70	60	43	17	10	10	10
155 Akron Business College.	Akron, Ohio	1866	1866	O. S. Warner, M. A.	1	1	41	14	11	3	27	24	3
156 Ashland College Commercial Institute*.	Ashland, Ohio	1880	1879	Hiram F. Hixson, A. M., Ph. D.	4	1	22	22	20	2	22	20	2
157 Commercial department of Baldwin University.	Berea, Ohio	.....	.....	Aaron Schuyler, LL. D., president of university.	.....	.....	31	31	.....	.....	.....	.....	.....
158 Northeastern Ohio Normal Business College.	Cantfield, Ohio	1883	1883	Byron E. Helman, A. M.	1	.....	44	44	31	13	.....	.....	.....
159 Canton Business College.	Canton, Ohio	.....	1875	William Feller	3	.....	132	92	88	4	40	36	4
160 Commercial department of St. Xavier College.	Cincinnati, Ohio (7th & Sycamore streets).	1842	1831	Rev. Henry Moeller, S. J., president.	7	.....	103	103	103	.....	0	0	0
161 Nelson's Business College*.	Cincinnati, Ohio (S. E. cor. 4th & Vine sts.).	.....	1856	A. E. Nelson	9	1	370	290	290	.....	80	80	.....
162 Nelson's Ladies' Business College.	Cincinnati, Ohio	1880	1880	Ella Nelson	3	2	100	100	20	80	.....	.....	.....
163 Thomas Martin & Son Business College	Cincinnati, Ohio (4th & Central avenue).	1884	1882	Thomas Martin	4	.....	150	62	50	12	88	88	.....
164 Thomas Martin & Son Business College Company.*	Cincinnati, Ohio (N. W. cor. 6th & Walnut streets).	1884	1884	Thomas Martin	2	.....	50	25	25	.....	25	25	.....
165 Spencerian Business College*.	Cleveland, Ohio (cor. Superior and Seneca streets).	0	1852	P. T. Spencer, E. R. Felton, and H. T. Loomis.	12	2	836	588	501	87	248	236	12
166 Standard Business College and School of Science.*	Cleveland, Ohio (208 Superior street).	.....	1882	H. Day Gould, M. S.	1	.....	78	40	30	10	38	35	3





TABLE IV.—Statistics of commercial and business colleges for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
								In day school.		In evening school.			
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
205 Knoxville Business College .....	Knoxville, Tenn. (box 334) .....	.....	1885	J. T. Johnson .....	2	.....	50	50	48	2	.....	.....	.....
206 Commercial department of Bethel College .....	McKenzie, Tenn. ....	.....	.....	W. B. Sherrill, A. M., pres't ..	3	.....	.....	.....	.....	.....	.....	.....	.....
207 Leelin's Business College .....	Memphis, Tenn. ....	1867	1865	T. A. Laidin .....	2	.....	88	88	84	4	.....	.....	.....
208 Commercial department of Santa Fe Institute.	Santa Fe, Tenn. ....	.....	1882	E. S. Bryan, M. A. ....	1	0	4	4	4	0	0	0	0
209 Commercial department of the University of the South.	Sevanee, Tenn. ....	.....	1868	Rev. Telfair Hodgson, D. D., vice chancellor.	2	.....	60	60	60	.....	.....	.....	.....
210 Commercial department of Burritt College ..	Spencer, Tenn. ....	1848	1880	W. H. Snifton, M. ACCT., professor commercial dept.	1	.....	22	.....	.....	.....	.....	.....	.....
211 Fort Worth Business College .....	Fort Worth, Tex. ....	1884	1879	F. P. Prentiss .....	3	1	260	210	208	2	50	48	2
212 Commercial School, Southwestern University.	Georgetown, Tex. ....	.....	.....	Prof. R. F. Young, A. M. ....	21	.....	22	22	22	.....	.....	.....	.....
213 Commercial College of Trinity University ..	Tehuacana, Tex. ....	1870	1869	J. H. Gillespie .....	2	.....	40	40	40	.....	.....	.....	.....
214 Thorp's Spring Commercial College and Literary Institute.	Thorp's Spring, Tex. ..	1882	1882	Major George S. Storrs, president.	3	2	126	126	70	50	.....	.....	.....
215 Mahan's Commercial College .....	Tyler, Tex. ....	1879	1878	John W. Mahan .....	3	1	115	115	98	17	8	8	.....
216 Waco Business College .....	Waco, Tex. ....	1882	1881	R. H. Hill .....	4	.....	130	127	122	5	3	3	.....
217 Whitesboro' Normal and Commercial School ..	Whitesboro, Tex. ....	1883	1880	James M. Carlisle, A. M. ....	3	1	379	379	.....	.....	.....	.....	.....
218 Burlington Business College .....	Burlington, Vt. ....	.....	1878	E. G. Evans, M. ACCT. ....	1	.....	60	52	40	12	8	8	0
219 Lyndon Commercial College .....	Lyndon Center, Vt. ....	1884	1883	Walter E. Ringer, A. M. ....	4	1	48	48	48	30	18	.....	.....
220 Mutual Commercial School .....	Waterbury Center, Vt. 0	.....	1881	Ashbury M. Marsh .....	3	2	70	70	50	20	.....	.....	.....
221 Old Dominion Business College .....	Richmond, Va. ....	1868	1867	George M. Nicol .....	2	.....	57	34	34	.....	23	23	.....
222 Wheeling National Business College and Normal Institute.	Wheeling, West Va. ....	.....	1860	J. M. Frasher & Co .....	3	1	240	200	180	10	40	37	3

223	Green Bay Business College	Green Bay, Wis	0	1868	C. A. Mureb, M. ACCT	2	101	141	120	21	39	38	1
224	Sisaboo Commercial College	Janesville, Wis	1877	1866	J. B. Silabee	2	2	134	134	115	10	16	0
225	La Crosse Business College	La Crosse, Wis	0	1868	J. L. Wallace	4	0	160	151	9	16	16	0
226	Northwestern Business College	Madison, Wis	0	1850	R. G. Deming and J. C. Procot.	4	1	222	173	146	49	30	19
227	Charles Mayer's Commercial College and Elementary Select School	Milwaukee, Wis	0	1870	Charles Mayer	4	2	248	160	135	88	82	0
228	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert C. Spencer	3	3	265	180	25	61	56	5
229	Dr. Wm. Bayer's Commercial College	Milwaukee, Wis	0	1867	Dr. William Bayer	1	1	90	41	39	2	49	2
230	Pio Nono Commercial College*	St. Francis Station, Wis.	0	1871	Rev. William Neu	5	45	45	45	0	0	0	0
231	Sisaboo Business College*	Sioux Falls, Dak	0	1883	J. B. Silabee	2	0	63	58	10	20	18	2
232	Spencerian Business College*	Washington, D.C. (cor. Ninth and D streets, n. w.).	0	1864	Henry C. Spencer	5	2	404	195	149	209	170	39

\* From Report of the Commissioner of Education for 1883-'84.

a Assisted by college faculty.

TABLE IV.—Statistics of commercial and business colleges for 1884-'85, &amp;c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in evening school.	Annual charge to each student for tuition.		
	Number of students.						Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.						
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.																			
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Course in Commerce, State Agricultural and Mechanical College.*	0	10	.....	.....	0	18	x	x	x	x	x	x	x	.....	x	.....	.....	x	(a)	(a)	10	37	0	\$0
Howard College Business School.....	0	0	12	8	0	17	x	x	0	x	x	x	x	x	x	0	0	0	.....	.....	.....	40	.....	80
Little Rock Commercial College.....	27	51	0	0	0	20	x	0	0	x	0	0	x	x	x	0	0	0	310	110	6	52	12	650
Sierra Normal College and Business Institute.....	12	12	13	.....	.....	17	x	x	x	x	x	x	x	x	x	0	0	0	300	.....	44	44	60	60
Woodbury's Business College.....	5	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	6	52	.....	675
Oakland Business College and Normal School.....	35	25	15	18	28	20	x	x	x	x	x	x	x	x	x	x	x	x	350	25	6-10	52	12	100
Barnard's Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	675
Globe Business College.....	15	15	.....	.....	.....	17	x	x	x	x	x	x	x	x	x	x	x	x	1,000	.....	12	52	0	125
Heald's Business College.....	75	100	12	25	50	20	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	6	.....	.....	675
Pacific Business College.....	15	5	0	7	10	24	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	6, 8, 11	46	.....	600-85
Garden City Commercial College.....	.....	.....	.....	.....	.....	16	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	30	40	.....	.....
Commercial department of Santa Clara College.....	2	2	3	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	52	5	.....	710
Business College of the University of Denver*.....	.....	.....	.....	.....	.....	17-18	x	0	0	0	0	0	x	x	x	x	0	0	38	0	10	52	8	100
Hannum's Hartford Business College.....	14	34	.....	.....	.....	18	x	0	0	0	0	0	x	x	x	0	0	g	.....	.....	6	48	7	145
Business College of Clark University.....	2	2	.....	.....	.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15
Moore's Business University.....	0	20	.....	.....	.....	22	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	3-12	50	9	40-100
Commercial department of Heading College.....	8	.....	.....	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	x	250	25	9	36	.....	45
Western Normal College and Commercial Institute.....	.....	.....	12	.....	.....	.....	x	x	x	x	x	x	x	x	x	0	x	0	.....	.....	5-12	52	5	40
Champaign Business College.....	282	0	70	80	5	.....	x	x	x	x	x	x	x	x	0	0	0	0	1,050	300	10	40	10	(i)
Chicago Athenaeum*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	80
Lakeview Business College*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	100
Metropolitan Business College.....	29	0	13	0	0	18	x	0	0	0	0	0	x	x	0	x	0	0	85	.....	12	52	7	100
Sonder's Chicago Business College*.....	38	45	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	12	52	8	185
Dixon Business College.....	80	0	60	.....	.....	20	x	x	x	x	x	x	x	x	x	x	x	0	1,250	250	10	40	.....	32
Commercial department of Eureka College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	x	.....	.....	9	39	.....	39





TABLE IV.—Statistics of commercial and business colleges for 1884-'85, &amp;c.—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in evening school.	Annual charge to each student for tuition.		
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Pennmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.					Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Commercial department of Simpson Centenary College.							x	x	x	x		x	x	x			x					37		\$24
Iowa City Commercial College						20		x	x	x	x	x	x	x	x	x	x	x			6	44	6	50
Pease's Business College						22		x	0	x	x	x	x	x	x	0	x	x			9	35		640
Oskaloosa Business College	9	7				20	0	x	x	x	x	x	x	x	x	x	x	x			9	4		235
Ottumwa Business College						16	x	x	x	x	x	x	x	x	x	x	x	x	1,000	20	9	36		40
Whittier College Business Course	4	6				15	x	x	0	x	x	x	x	x	x	0	0	0	2,500	6	6	48	6	24
Northwestern Business College	8					17	x	x	0	x	x	x	x	x	x	x	x	x	200	10	20	40	7	650
Abilene Commercial School and Literary Institute.	0	0	12	0	0	18	x	x	x	x	x	x	x	x	x	x	x	x	225	25	6-24	52	6	35, 50
Lawrence Business College	26	25				15-18	x	x	x	0	0	x	x	x	x	x	0	0			6	46	6	250
Western Business College*	69					19	x	x	x			x	x	x	x	x					12	48	12	250
Thomas, Martin & Son Business College Company.*	70					19	x	x				x	x	x	x	x	x	x			10	40		
School of Commerce, South Kentucky College						19	x	x	x	x			x	x	x	x	x	x			12	51	8	75
Commercial College of Kentucky University	71	93				19	x	x	0	x	x	x	x	x	x	x	x	x			12	48	12	250
Louisville Bryant & Stratton Business College*	72	10	12			13	x	x	0	x	x	x	x	x	x	x	x	x			12	48	12	
Thomas Martin & Son Business College Company.*	73					13	x	x	x	x	x	x	x	x	x	x	x	x			12	48	12	250
Western Kentucky Normal University and Business College.*	74					13	x	x	x	x	x	x	x	x	x	x	0	0	500	100	6	48		36
J. W. Blackman's Commercial College	75					18	x	x	x	x	x	x	x	x	x	x	x	x			12	52	12	
Soule's Commercial College and Literary Institute	76				2	18	x	x	x	x	x	x	x	x	x	x	x	0	100	4	12	52	12	100-150
Dirigo Business College and Telegraph Institute	77	213	0	3	27	15	x	x	x	x	x	x	x	x	x	x	x	x	1,912	22	12	40	2	35
Portland Business College	78					20	x	x	x	x	x	x	x	x	x	x	x	x	200	44	40	2		70
Rockland Commercial College	79	6				18	x	x	x	x	x	x	x	x	x	x	x	x	140	10	48	9		45-80
Bryant, Stratton & Sadler Business College*	80	14	0	0	3	20	x	x	x	x	x	x	x	x	x	x	x	0	425	100	4-9	43	7	60
Eaton & Burnett's Business College*	81	53	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	0			99	50	6	250
	82	30				18	x	x	x	x	x	x	x	x	x	x	x	x			62	6		

	French's Business College and Stenographic Institute.	12	18	x	0	x	x	x	x	x	x	x	0	x	x	250	10	44	125
83	Sawyer's Commercial College	12	20	x	x	x	x	x	x	x	x	x	x	x	x	0	3-12	44	120
84	Holmes' Bryant & Stratton Commercial College	18	18	x	x	x	x	x	x	x	x	x	x	x	x	0	11	46	30
85	Chickering's Commercial College and School of Business.	18	18	x	x	x	x	x	x	x	x	x	x	x	x	0	93	42	40
86	Wilbraham Business University (Wesleyan Academy).	17	17	x	x	x	x	x	x	x	x	x	x	x	x	0	6	39	625
87	Hinman's Business College	20	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	43	0
88	School of Commerce, Adrian College	0	173	x	x	x	x	x	x	x	x	x	x	x	x	0	30	39	320
89	Commercial department of Battle Creek High School.*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,800	10	40
90	Big Rapids Industrial School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	32-50
91	Commercial department, Detroit High School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0
92	The Goldsmith Bryant & Stratton Business University. <sup>b</sup>	41	20	x	x	x	x	x	x	x	x	x	x	x	x	0	6-12	52	6
93	Spencerian Business College. <sup>c</sup>	23	23	x	x	x	x	x	x	x	x	x	x	x	x	0	52	6	75
94	Grand Rapids Business College and Practical Training School.	0	0	x	x	x	x	x	x	x	x	x	x	x	x	0	3-8	0	6100
95	Commerical and telegraphic department of Hillsdale College.	0	0	x	x	x	x	x	x	x	x	x	x	x	x	0	7	40	230
96	Poncher Business College	0	18	x	x	x	x	x	x	x	x	x	x	x	x	0	10	40	230
97	Parsons Business College, Shortland and Telegraph Institute.	0	20	x	x	x	x	x	x	x	x	x	x	x	x	0	25	9	50
98	Bartlett's Business College.	19	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	40	30
99	St. John's Commercial College (St. John's University).	25	18	x	x	x	x	x	x	x	x	x	x	x	x	0	95	40	2180
100	Archibald Business College. <sup>d</sup>	26	19	x	x	x	x	x	x	x	x	x	x	x	x	0	100	52	7
101	St. Paul Business College and Telegraphic Institute. <sup>e</sup>	15	15	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
102	Winona Business College.	0	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
103	St. Stanislaus Commercial College.	9	15	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
104	Cooper's Business College (Cooper Institute).	0	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
105	Meridian Business College	10	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
106	Southwestern Commercial College (Southwest Baptist College).	6	19	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
107	National Business College.	34	25	x	x	x	x	x	x	x	x	x	x	x	x	0	10	52	6
108	Kirkcaldie Mercantile College and Writing Institute.	60	20	x	x	x	x	x	x	x	x	x	x	x	x	0	12	52	7
109	Bryant's Business College.	32	18	x	x	x	x	x	x	x	x	x	x	x	x	0	12	52	10
110	Ritter's Commercial College.	45	12	x	x	x	x	x	x	x	x	x	x	x	x	0	6	52	8
111	St. Joseph Commercial College.	18	18	x	x	x	x	x	x	x	x	x	x	x	x	0	5	50	12
112	Bryant & Stratton Business College.	18	18	x	x	x	x	x	x	x	x	x	x	x	x	0	10	40	24-40
113				x	x	x	x	x	x	x	x	x	x	x	x	0	52	8	60,70

\* From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> These statistics are for the school year 1883-'84.

<sup>b</sup> For life scholarship.

<sup>c</sup> For commercial course.

<sup>d</sup> For scholarship.

<sup>e</sup> In machine stenography.

<sup>f</sup> In commercial course; also a literary course from two to five years in length.

<sup>g</sup> Average time.

<sup>h</sup> For same time in evening school, \$20.

<sup>i</sup> For twelve weeks.

<sup>j</sup> Scholarship for full course (time unlimited) in either the department of accounts, of normal penmanship, or of stenography.

<sup>k</sup> Since July 1, 1885, the Spencerian Business College and the Goldsmith Bryant & Stratton Business University and May-

low Business College have been consolidated under the name of Detroit Business University.

<sup>l</sup> For six months.

<sup>m</sup> Scholarship, for commercial course; for telegraphic course, \$25; for joint commercial and telegraphic scholarship, \$55.

<sup>n</sup> Board and tuition.



TABLE IV.—*Statistics of commercial and business colleges for 1884-'85, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Branches taught.										Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months in evening school.	Annual charge to each student for tuition.			
	In phonography.	In telegraphy.	In German.	In French.	In Spanish.	Average age of students.	Common English and correspondence.	Penmanship.	Drawing.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.					Telegraphy.	Whole number.	Increase in the last school year.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
114 Franklin Institute						15	x	x	x	x	x	x	x	x	x	x	x	x			10	52	8	\$40, 60
115 Jones Commercial College*	0	0	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	x	0	0	4	52	8	a 50
116 Johnson's Commercial College	0	0	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	x	0	0	4	52	6	15-90
117 Mound City Commercial College						18	x	x	x	x	x	x	x	x	x	x	x	x	600	0	12	52	6	15-90
118 Northwestern Normal School and Business Institute.						18	x	x	x	x	x	x	x	x	x	x	x	x	600	0	44	44		40
119 Stowartsville Commercial College	0	0	10	0	0	16	x	x	x	x	x	x	x	x	x	x	x	x	0	0	5	40	5	e 25
120 Commercial department, Central Wesleyan College.	0	0	41	0	0	20	x	x	x	x	x	x	x	x	x	x	x	x	(d)	(d)	6	39	0	37-45
121 Hastings Commercial College	6					20-25	x	x	x	x	x	x	x	x	x	x	x	x	25	0	12	52	10	20-25
122 Lincoln Business College	16	9	3	0	0	22	0	x	x	x	x	x	x	x	x	x	x	x	0	0	8-12	52	6	65
123 Omaha Commercial College	20	15	30			22	x	x	x	x	x	x	x	x	x	x	x	x	0	0	52	7	65	20-25
124 Wynau Commercial College	45	0	0	0	0	21	x	x	x	x	x	x	x	x	x	x	x	x	0	0	12	52	7	75
125 Bryant & Stratton Business College*						18	x	x	x	x	x	x	x	x	x	x	x	x	200	0	4-6	52	9	50
126 New Hampton Commercial College	0	8	0	9	0	19	x	x	x	x	x	x	x	x	x	x	x	x	0	0	10	40	0	50
127 Commercial College* <sup>e</sup>				10		16	x	x	x	x	x	x	x	x	x	x	x	x	40	0	40	40	0	50
128 Elizabeth Business College*	26			13		17	x	x	x	x	x	x	x	x	x	x	x	x	575	0	40	40	8	40-120
129 Jersey City Business College						17	x	x	x	x	x	x	x	x	x	x	x	x	0	0	40	40	8	25-75
130 Colman's Bryant & Stratton Business College*	20	15				20	x	x	x	x	x	x	x	x	x	x	x	x	2,000	2,000	12	52	6	f 40
131 New Jersey Business College	53	43				19	x	x	x	x	x	x	x	x	x	x	x	x	400	400	12	52	10	6 65
132 Peterson Business College <sup>g</sup>						17	x	x	x	x	x	x	x	x	x	x	x	x	6	6	10	42	3	75
133 Tatorson Business College	8	11				18	x	x	x	x	x	x	x	x	x	x	x	x	400	400	10-20	40	6	h 75
134 Capital City Commercial College	32	8	0	0	0	17	x	x	x	x	x	x	x	x	x	x	x	x	0	0	12	52	6	75
135 Albany Business College						17	x	x	x	x	x	x	x	x	x	x	x	x	0	0	12	52	6	75
136 Claghorn's Bryant & Stratton Commercial School.	0	0	0	0	0	17	x	x	x	x	x	x	x	x	x	x	x	x	0	0	12-18	40	0	120
137 French's Business and Telegraph College						16	x	x	x	x	x	x	x	x	x	x	x	x	250	250	27	41	4	50
138 St. James's Commercial College*	40	20	20	20	0	16	x	x	x	x	x	x	x	x	x	x	x	x	1,000	1,000	10	44	6	60-100
139 Wright's Business College	74		32	4			x	x	x	x	x	x	x	x	x	x	x	x	200	200	10	40		60-100









TABLE IV.—Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Commercial course in Spring Hill College.....	Near Mobile, Ala.	St. Joseph Normal Business College.....	St. Joseph, Mo.
Los Angeles Business College.....	Los Angeles, Cal. (box 920).	Brown's Business College.....	Brooklyn, N. Y. (304, 305 Fulton st.).
Sacramento Business College.....	Sacramento, Cal.	Dryant's Buffalo Business College.....	Buffalo, N. Y. (451 Main st.).
Business department of St. Mary's College.....	San Francisco, Cal.	Commercial department, St. Joseph's College.....	Buffalo, N. Y.
California Commercial College.....	San Francisco, Cal.	Elmwood Commercial and Select School.....	Glens Falls, N. Y.
Commercial course of St. Ignatius College.....	Chicago, Ill. (413 W. 12th st.).	Kindershook Academy and Commercial College.....	Kindershook, N. Y.
H. B. Bryant's Chicago Business College and English Training School.....	Chicago, Ill. (77, 79, & 81 State st.).	Commercial department of the College of St. Francis Xavier.....	New York, N. Y. (49 W. 15th st.).
Onarga Commercial College.....	Onarga, Ill.	Bryant & Stratton Utica Business College.....	Utica, N. Y.
Elliot's Business College.....	Burlington, Iowa.	Capital City Commercial College.....	Columbus, Ohio.
Bowen's Business College and Academy.....	Des Moines, Iowa.	Oberlin Commercial Institute.....	Oberlin, Ohio.
Baylie's Commercial College.....	Dubuque, Iowa.	Portland Business College.....	Portland, Oreg.
Commercial department, Kentucky Military Institute.....	Farmdale, Kentucky.	Commercial department in Trach's Academy.....	Portland, Pa.
Bryant & Stratton Commercial School.....	Boston, Mass. (608 Washington st.).	Easton Business College.....	Easton, Pa.
Comer's Commercial College.....	Boston, Mass. (605 Washington st.).	Pennsylvania Business College.....	Harrisburg, Pa.
Devlin's Bay City Business College.....	Bay City, Mich.	Bryant & Stratton Business College.....	Philadelphia, Pa.
Jackson Business College.....	Jackson, Mich.	Lace's Business College.....	Union City, Pa.
Carliss Business College.....	Minneapolis, Minn.	Goodman's Business College.....	Nashville, Tenn.
Darling's Business College.....	Rockwell, Minn.	Practical Business School.....	Nashville, Tenn.
Curtiss Business College.....	St. Paul, Minn.	Commercial School in Winchester Normal.....	Winchester, Tenn.
		Livingston's Galveston Business College.....	Galveston, Tex.
		Oshkosh Business College.....	Oshkosh, Wis.

TABLE IV.—*Memoranda.*

Name.	Location.	Remarks.
Commercial department of Pacific Methodist College.	Santa Rosa, Cal.	No students nor special instructor for this department given in catalogue for 1884-85.
Illinois Wesleyan University.	Bloomington, Ill.	The president writes that there is no business college connected with The Illinois Wesleyan University.
The Bryant & Stratton Business College.	Indianapolis, Ind.	These colleges have consolidated under the name of Indianapolis Business University.
Grangers' Business College.	Oskaloosa, Iowa.	Incorporated in 1885, under the name of Oskaloosa Business College.
The Indianapolis Business College.	Hebron, Mo.	This academy has not a distinct commercial department.
Commercial department of Oskaloosa College.	Vassalborough, Mo.	Closed on account of burning of buildings about two years ago, and not yet reopened.
Hebron Academy.	Detroit, Mich.	Consolidated July 1, 1885, under the name of Detroit Business University.
Oak Grove Commercial College.	St. Joseph, Minn.	Post-office is now Collegeville.
Goldsmith Bryant & Stratton Business University.	Meridian, Miss.	Changed to Meridian Business College.
Mayhew Business College.	Jersey City, N. J.	Succeeded by Jersey City Business College.
Sponcorian Business College.	Salem, N. J.	Closed.
St. John's Commercial College.	Albany, N. Y.	Name changed to Albany Business College.
Goodman's Business College.	Wako Forest, N. C.	This college has not a distinct commercial department.
Drake Business College.	Springfield, Ohio.	This college as a department of Willis' College of Short Hand is apparently no longer in existence.
Gaskell's Jersey City Business College.	Yountstown, Ohio.	No such college in Yountstown.
Business College.	Altoona, Pa.	Superseded by Mountain City Business College.
Folsom's Business College.	Knoxville, Tenn.	Closed.
Wake Forest College.	Galveston, Tex.	Closed.
Row's Actual Business College.	Galveston, Tex.	Closed.
The New Commercial College.	Burlington, Vt.	Closed.
Altoona Business College and Phonographic Institute.	Washington, D. C.	Name changed to Burlington Business College.
Goodman's Business College.		Mail matter unclaimed and principal not found.
Island City Business College.		
Scherer's Business College.		
Queen City Commercial College.		
Howe's Business School.		

TABLE V.—*Kindergärten.*

This Table, with two others, is omitted this year to give space to the Table of Statistics of Public Libraries in the United States (Table XVI of this Appendix); for summary of Kindergarten statistics, see statement of the Commissioner preceding.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Andrews Institute	Andrews Institute, Ala.	1876	1874	Rev. J. S. Blair, A. M.	M. E.	2	1	124	73	51	54	30	...	0	0	0	0
Athens Male Academy	Athens, Ala.	1878	1878	E. C. Hindson	Non-sect	...	...	50	0	50	15	0	10	0	0	0	0
Trinity Normal School	Athens, Ala. (box 90)	0	1865	Mrs. Mary F. Wells	Cong.	...	...	150	150	...	145	5	...	5	0	1	0
Wilcox Male and Female Institute.	Caudon, Ala.	1849	1849	Prof. W. C. Jones and Mrs. Mary A. Boyd.	Non-sect	1	4	75	35	40	75	25	1	15	...	4	...
Carrollton Male and Female Academy.	Carrollton, Ala.	1856	1856	E. D. Willett, president of board of trustees.	Non-sect	1	2	60	32	23	50	8	2	3	6	3	2
Dadeville Masonic Institute.	Dadeville, Ala.	1855	1854	J. P. Oliver	Non-sect	1	2	48	25	23	48	5	0	5	3	...	...
Dadeville Select High School.	Dadeville, Ala.	0	1850	Mrs. Alice Baggett	M. E. So.	1	3	54	26	28	10	10	10	8	5	1	...
Dadeville Seminary	Dadeville, Ala.	1876	1876	Gen. P. Franklin	M. E.	1	1	170	73	98	145	25	...	28	9	7	...
Decatur Male and Female Institute.	Decatur, Ala.	1883	1883	Henry Clay Gilbert.	Baptist	2	3	115	49	65	115	...	...	3	...	...	...
Fayette County Male and Female Institute.	Fayette C. H., Ala.	1884	1884	J. S. Tomlin.	Non-sect	...	...	53	35	13	24	29	...	...	0	0	...
Snow Hill Academy.	Furman, Ala.	0	1882	Joel C. Du Bose, A. M.	Non-sect	1	2	76	23	28	46	30	3	...	2	1	...
Gaylesville High School.	Gaylesville, Ala.	1876	1871	Rev. S. L. Russel, A. M.	Non-sect	2	2	91	60	35	79	12	...	...	1	...	...
Greene Springs School.	Greene Springs, Ala.	0	1847	Henry Taber, Jr., L. D.	Non-sect	2	1	30	25	3	29	27	5	...	...	...	...
South Alabama Female College.	Greeneville, Ala.	1876	1876	Milton Park	Baptist	1	3	143	...	113	96	30	16	...	...	...	...
Grove Hill Male and Female School.	Grove Hill, Ala.	...	1856	T. B. Cragg	Meth. &	1	1	28	16	12	24	6	...	2	...	...	...
Travis Academy.	Ilavana, Ala.	...	1874	W. L. Fagan	Bapt.	...	...	63	36	30	20	10	...	1	4	...	...
Helena Collegiate Institute.	Helena, Ala.	...	1878	J. L. Radin, Jr.	Meth.	...	...	82	40	42	82	5	...	...	...	...	...
Lowery's Industrial Academy.	Huntsville, Ala.	1879	1876	Samuel E. and A. A. Lowery.	Christ'n	2	3	135	73	62	125	...	...	...	...	...	...
Miss M. A. Cruso's Private School.	Huntsville, Ala.	...	...	Miss Mary A. Cruso.	...	...	...	20	9	11	...	...	...	...	...	...	...

20	La Fayette Male and Female High School *	La Fayette, Ala.	0	1830	A. F. Trimble	Non-sect.	2	2	128	60	68	80	20	4	3	1
21	Cedar Grove Academy*	Livingston, Ala.	1882	.....	S. S. Melton, LL. D., and G. F. Melton, A. M.	Non-sect.	2	2	76	76	.....	.....	.....	10	5	1
22	German Evangelical Lutheran School.	Mobile, Ala.	1869	.....	J. G. Kramer	Ev. Luth.	1	1	37	20	17	37	.....	37	.....	.....
23	Home and Day School.	Mobile, Ala.	1869	.....	Mrs. M. V. C. Wilson.	Non-sect.	4	4	47	47	.....	31	16	5	7	0
24	Towle's Institute for Boys.	Mobile, Ala.	1869	.....	Amos Towle.	Non-sect.	4	4	47	47	.....	31	16	5	7	0
25	Hamner Hall, Collegiate Institute for Girls.	Montgomery, Ala.	1869	.....	Rev. Geo. M. Everhart, D. D., rector.	P. E.	2	6	85	5	80	80	5	35	.....	.....
26	Opelika Seminary.	Opelika, Ala.	1885	.....	Rev. D. M. Banks	Non-sect.	3	5	187	100	87	187	40	27	.....	.....
27	J. J. Williams' Select School.	Selma, Ala.	1866	.....	J. J. Williams	Non-sect.	1	29	22	7	29	5	0	0	0	0
28	William and Emma Austin College.	Stevenson, Ala.	1877	.....	Duval Porter	Meth.	3	3	119	70	49	100	10	.....	.....	.....
29	Young Ladies' Academy of the Visitation.*	Summerville, Ala.	1897	.....	Sister Mary Campbell	R. C.	.....	29	65	.....	65	.....	.....	.....	.....	.....
30	Germania College.	Talladega, Ala.	1875	.....	James Barker	Non-sect.	2	2	70	42	28	70	28	24	11	8
31	Talladega College.	Talladega, Ala.	1869	.....	George H. Howe	Cong.	6	10	355	159	208	355	13	.....	.....	2
32	Talladega Male High School	Talladega, Ala.	1885	0	A. H. Todd, A. M.	Non-sect.	1	22	22	.....	22	4	.....	6	5	1
33	Tusculum College	Tusculum, Ala.	1877	.....	W. H. Verner	Non-sect.	2	44	44	.....	44	35	.....	20	10	.....
34	Deebley Female Institute.	Tusculum, Ala.	1859	.....	William D. Tonville	Non-sect.	4	100	100	.....	86	20	10	30	21	0
35	Alabama High School	Atoka, Ark.	1883	.....	Rev. J. L. Burrow, A. M.	Meth.	4	5	131	62	69	113	18	0	.....	.....
36	Central Collegiate Institute*	Arkadelphia, Ark.	1876	.....	R. J. Dunn	Baptist	2	60	40	20	45	15	.....	6	.....	.....
37	Arkadelphia Baptist High School*	Arkadelphia, Ark.	1875	.....	D. A. Hemegar	Non-sect.	1	1	50	51	10	50	.....	.....	.....	.....
38	Barren Fork Academy	Barren Fork, Ark.	1882	0	J. W. Coltrane, A. B.	Non-sect.	2	150	75	75	.....	.....	.....	12	15	1
39	Scientific and Normal School.	Bentonville, Ark.	1875	.....	T. L. Venable	M. E. So.	2	3	148	78	70	100	48	20	50	6
40	Fort Smith District High School.	Bentonville, Ark.	1875	.....	T. L. Cox	Non-sect.	2	2	151	80	71	90	10	4	8	.....
41	Clinton Male and Female Academy.*	Clinton, Ark.	1875	.....	Rev. J. G. Smyth, M. A.	Non-sect.	1	2	106	40	68	80	26	.....	10	12
42	Independent High School*	El Dorado, Ark.	1881	.....	T. I. Herru	Non-sect.	2	1	121	(121)	.....	.....	.....	.....	.....	5
43	Evening Shade High School*	Evening Shade, Ark.	1884	.....	William S. White	Non-sect.	1	3	76	35	40	75	10	.....	10	4
44	Helena Female Seminary	Helena, Ark.	1878	.....	M. Shelby Kemard, A. M.	Non-sect.	1	1	76	51	25	72	4	.....	.....	4
45	La Crosse Collegiate Institute.	La Crosse, Ark.	1881	.....	J. P. Sharrall	Non-sect.	1	1	59	29	30	59	10	.....	5	10
46	Lea High School	La Grange, Ark.	1878	.....	Myra C. Warner	Meth.	0	7	85	0	85	85	2	30	0	2
47	Arkansas Female College	Little Rock, Ark.	1872	.....	Prof. Thos. A. Futrell, A. M.	Non-sect.	1	3	175	85	40	1	28	21	10	4
48	Arkansas Institute.	Marion, Ark.	0	1876	N. J. Foster	Non-sect.	1	87	47	40	87	.....	.....	.....	.....	0
49	Marianna Academy	Marianna, Ark.	0	1877	Sidney H. Babcock	M. E. So.	2	4	212	136	76	.....	.....	.....	.....	72
50	Prairie Grove Institute*	Prairie Grove, Ark.	1884	.....	Rev. J. W. Savage, A. M.	Cong.	2	3	185	98	87	3	9	.....	.....	.....
51	Quitman Male and Female College.	Quitman, Ark.	1871	.....	W. H. Tharp, A. M.	Non-sect.	2	4	178	(178)	.....	.....	.....	.....	.....	.....
52	Rogers Academy	Rogers, Ark.	1883	.....	Rev. Le Roy S. Bates, rig. D.	M. E.	2	4	74	71	53	107	17	.....	1	2
53	Searcy Male and Female College.	Searcy, Ark.	1883	.....	Dr. J. F. Fuller, president of board.	Baptist.	2	1	.....	.....	.....	.....	.....	.....	.....	.....
54	Texasiana Gymnasium*	Texaskan, Ark.	1882	.....	Sister Louisa	R. C.	0	8	120	.....	120	120	.....	.....	.....	.....
55	Buckner College.	Wicherville, Ark.	.....	.....	Paul Pioda	Non-sect.	2	7	44	0	44	44	0	20	0	0
56	St. Catherine's Academy.	Bentley, Cal.	1850	.....	Thomas Stewart Downes, A. B., T. C. D.	Non-sect.	3	2	25	21	1	25	0	3	0	0
57	Young Ladies' Seminary	Bentley, Cal.	1854	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	Bowens Academy	Berkeley, Cal.	1884	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1883-'84.

α As a school for males; reorganized 1883 as a school for both sexes.

δ These statistics are for the year 1883-'84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
59 Litton Springs College *	Clairville P. O., Cal.	1863	1870	John Gamble	Presb.	7	...	75	75	...	60	20	10	15	...	2	...		
60 Gilroy Seminary.	Gilroy, Cal.	...	1868	Sarah M. Severance.	Non-sect	0	2	36	16	20	36	1	0	1	0	0	0		
61 Healdsburg College.	Healdsburg, Cal.	1882	1882	Sidney Brownberger, A. M., president.	Seventh Day Ad.	4	6	189	105	84	...	...	...	...	...	...	...		
62 Washington College	Irving, Cal.	1871	1872	J. H. McCollough, A. M., president.	Christ'n	7	2	86	48	38	80	6	...	2	4	...	...		
63 Lakeport Academy	Lakeport, Cal.	1884	1884	John Overholser	...	1	1	30	12	18	16	3	11	3	1	...	...		
64 College of Notre Dame	Marysville, Cal.	1869	1866	Sister Aloysius, superior.	R. C.	...	6	120	120	30	20	30	20	15	15	...	...		
65 Napa College	Napa City, Cal.	1870	1870	A. E. Lasher, A. M.	M. E.	5	7	238	108	130	140	50	48	20	60	7	1		
66 Miss Bisbee's School for Young Ladies.*	Oakland, Cal.	1870	1881	Miss S. B. Bisbee	Non-sect	1	5	26	...	26	...	...	...	...	...	...	...		
67 Convent of Our Lady of the Sacred Heart.	Oakland, Cal.	...	1868	Mother J. Baptist	R. C.	...	23	100	100	100	100	...	80	...	...	...	...		
68 Misses Field's Home School for Young Ladies.	Oakland, Cal. (1825 Telegraph avenue).	0	1872	Misses L. A. and C. H. Field.	Non-sect	...	...	...	...	...	...	...	...	...	...	...	...		
69 Hopkins Academy	Oakland, Cal.	1870	1871	Rev. Henry E. Jewett, M. A.	Cong	5	3	75	75	0	65	10	10	10	10	2	1		
70 Perry Seminary	Oakland, Cal. (1625 Telegraph avenue).	...	1863	Mrs. Hermon Perry and Miss Kate M. Fuller.	...	3	8	50	...	50	34	2	4	...	...	...	...		
71 Sackett School.	Oakland, Cal.	1879	1878	D. P. Sackett, A. M.	Non-sect	10	2	85	85	...	60	25	6	6	5	...	...		
72 St. Joseph's Academy	Oakland, Cal. (5th and Jackson streets).	...	1880	Brother Lascian, director.	R. C.	15	120	120	120	120	120	14	25	14	20	6	...		
73 Snell Seminary for Young Ladies*.	Oakland, Cal. (508 Twelfth street).	...	1878	Miss Mary E. Snell and Richard B. Snell.	Non-sect	3	10	150	...	150	140	10	30	...	...	...	...		
74 Placerville Academy	Placerville, Cal.	0	1861	George P. Tindall, A. M.	Non-sect	2	4	115	50	65	...	10	3	3	1	1	...		



75	Howe's High School and Normal Institute.	Sacramento, Cal. (6th street between J and K).	1873	Edward Payson Howe	Non-sect	2	1	85	40	45	78	5	2	...	3	2
76	Sacramento Institute	Sacramento, Cal.	1876	Rev. Brother Gubern, director.	R. C.	10	...	320	320	...	250	70	20	...	...	...
77	Sacramento Select School*	Sacramento, Cal. (L street near 6th).	1874	Mrs. A. C. Curtis.	M. E.	...	1	74	40	24	74	16	10	15	20	20
78	St. Joseph's Academy	Sacramento, Cal. (corner 8th and G streets).	1875	Sister Mercy	R. C.	0	9	300	0	300	200	...	...	...	...	...
79	Young Ladies' Seminary	Sacramento, Cal. (6th and K streets).	0	William S. Hunt.	Non-sect	1	2	74	35	39	74	6	6	3	13	15
80	College of Notre Dame of San Francisco*	San Francisco, Cal.	1876	Sister Aloysia of the Cross, superioress.	R. C.	...	22	460	400	...	200	...	...	...	...	...
81	Irving Institute	San Francisco, Cal. (1036 Valencia street).	0	Rev. Edward B. Church, A.M.	Non-sect	3	13	84	4	80	61	9	14	...	...	...
82	Sacred Heart College	San Francisco, Cal. (s. o. corner Eddy and Larkin streets).	1874	Brother Ciban.	R. C.	22	...	700	700	...	100	60	70	75	100	230
83	University (City) College*	San Francisco, Cal. (Haight street).	1859	Rev. James Matthews, D. D.	Presb.	2	3	...	...	...	42	12	10	9	...	2
84	Urban School	San Francisco, Cal. (1017 Hyde street).	0	Nathan W. Moore	Non-sect	10	3	110	0	31	72	99	23	32	3	3
85	Van Ness Seminary*	San Francisco, Cal. (920 Van Ness avenue).	0	Sara B. Gamble.	P. E.	2	6	60	60	...	...	...	...	57	0	0
86	Miss West's School for Girls	San Francisco, Cal. (1001 Sutter street).	0	Miss Mary B. West.	...	2	9	98	4	94	...	6	98	2	...	1
87	Zetiska Institute*	San Francisco, Cal. (922 Post street).	0	Madame B. Zetiska, A. M.	Non-sect	3	15	125	125	125	125	2	125	2	...	0
88	Home Seminary*	San José, Cal. (Wilson avenue).	1881	Miss M. S. Castleman and Miss Julia Ostrom.	...	1	4	25	25	...	...	...	...	...	...	...
89	Laurel Hall*	San Mateo, Cal.	1864	Mrs. J. Manson-Buckmaster	P. E.	2	6	40	40	...	...	...	...	...	...	...
90	St. Matthew's Hall	San Mateo, Cal.	0	Rev. Alfred Lee Brower, M. A.	P. E.	13	2	98	0	98	54	24	0	6	3	2
91	San Rafael Institute	San Rafael, Cal.	1882	Miss S. L. Anderson, B. A.	Non-sect	...	6	30	30	...	...	...	...	...	...	...
92	School of the Holy Cross.	Santa Cruz, Cal.	1875	Sister Rose Genevieve.	R. C.	9	190	190	190	...	...	...	...	...	...	...
93	California Normal College	Vacaville, Cal.	1881	H. Stillson and H. T. Bickel.	Non-sect	3	2	19	21	20	16	6	4	10	...	...
94	San Joaquin Valley College	Woodbridge, Cal.	1882	Rev. D. A. Mobley, A. M.	Un. B.	5	3	131	61	70	70	...	...	...	...	...
95	Colorado Seminary*	Denver, Colo.	1864	Rev. David H. Moore, A. M., D. D., president.	M. E.	7	10	228	125	103	150	60	18	30	24	7
96	Wells Hall*	Denver, Colo.	1869	Miss Frances M. Buchan.	P. E.	2	8	135	135	50	35	50	...	...	...	...
97	St. Mary's School	Leadville, Colo.	1882	Rev. H. Robinson.	R. C.	1	7	528	278	250	...	...	...	...	...	...
98	Public Collegiate Institute.	Pueblo, Colo.	1884	E. V. Fowler, A. M., president.	M. E. So.	5	6	167	90	77	167	9	16	...	...	...
99	Tillotson Academy	Trinidad, Colo.	1880	Henry E. Gordon.	Cong.	1	2	102	50	52	96	6	0	1	3	0
100	Academy of the Holy Family	Baltic, Conn.	1874	Sister M. Benoit.	R. C.	9	300	175	125	95	30	...	...	...	...	...
101	Hillside Seminary	Bridgeport, Conn.	1876	Mariana Slade Hopson and Anne J. Stone.	Non-sect	2	7	61	1	60	30	...	...	...	...	...
102	Park Avenue Institute	Bridgeport, Conn.	1872	S. B. Jones, A. M.	Cong.	2	1	35	35	0	15	10	5	0	...	2
103	Curtis School for Boys.	Brookfield Center, Conn.	1875	Frederick S. Curtis, M. D.	Non-sect	1	7	20	13	7	20	...	...	...	...	...
104	Morgan School*	Clinton, Conn.	1870	Dwight Hallbrook, A. M.	Non-sect	3	6	63	32	31	14	42	14	1	3	2
105	Racon Academy	Colchester, Conn.	1801	George H. Tracy, M. A.	Non-sect	1	0	41	24	17	27	14	0	...	1	0
106	Housatonic Valley Institute.	Corwall, Conn.	1884	S. T. Frost, A. M.	Non-sect	2	4	60	(60)	...	...	...	...	...	...	...
107	Elmwood School*	Darien, Conn.	1865	M. J. Davis	Non-sect	2	4	79	42	37	79	7	5	...	...	...

b Rechartered in 1883.

a These statistics are for the year 1883-84.

\* From Report of the Commissioner of Education for 1883-84.

TABLE VI. — Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
108 Durham Academy.....	Durham, Conn.....	1842	1842	Miss Eva M. Pitts, M. S.....	Non-sect	1	1	22	9	13	13	6	3	0	0	0	0		
109 Gildersleeve High School.....	Gildersleeve, Conn.....	1881	1881	William L. Somerset.....	.....	1	2	39	18	21	12	3	.....	3	.....	.....	1		
110 French-American Institute.....	Greenwich, Conn.....	.....	1884	Mlle C. Delbray Larocheamp and Miss M. W. Mead.	.....	1	3	20	20	20	20	20	20	.....	.....	.....	.....		
111 Guilford Institute.....	Guilford, Conn.....	1855	1855	Carl A. Lewis.....	Cong	1	3	174	85	89	160	18	14	4	2	2	0		
112 Brainerd Academy.....	Hartford, Conn.....	1839	1839	Miss M. E. Brainerd.....	Cong	1	.....	75	75	75	75	10	70	.....	.....	2	.....		
113 Miss Haines's School for Young Ladies and Girls.....	Hartford (Woodsido), Conn.....	.....	1875	Miss Elizabeth H. Haines.....	Non-sect	2	8	75	.....	.....	.....	.....	.....	.....	.....	.....	.....		
114 Select School for Boys and Girls.....	Kent, Conn.....	.....	1882	Olive C. Fuller.....	.....	.....	2	39	15	15	30	5	.....	.....	.....	.....	.....		
115 Rocky Dell Institute.....	Limo Rock, Conn.....	.....	1861	J. H. Hurlburt.....	P. E	1	2	51	25	26	24	5	22	5	.....	.....	.....		
116 Elmwood School for Boys.....	Milford, Conn.....	.....	1834	Frank M. Howe.....	.....	1	3	10	10	10	10	.....	.....	4	.....	.....	.....		
117 Milford Classical Academy.....	Milford, Conn.....	1885	1885	W. J. Lloyd.....	Non-sect	1	1	45	20	25	45	15	.....	.....	3	.....	.....		
118 Mystic Valley English and Classical Institute.....	Mystic Bridge, Conn.....	1880	1868	John K. Bucklyn, A.M., LL.D.	Non-sect	2	2	72	48	24	30	28	14	20	8	7	2		
119 New Britain Seminary.....	New Britain, Conn.....	.....	1870	L. A. Rogers, A.M.....	Non-sect	1	2	34	18	16	34	7	5	.....	.....	.....	.....		
120 New Canaan Institute.....	New Canaan, Conn.....	.....	1873	Mrs. E. F. Ayres.....	Non-sect	1	2	40	20	20	40	4	.....	1	.....	1	.....		
121 The Eldridge School.....	New Haven, Conn. (136 Sherman ave.).....	.....	1873	Misses E. C. and S. J. Bangs.	M. E.....	1	6	21	2	22	.....	.....	.....	.....	.....	.....	.....		
122 Miss Nott's English and French Family and Day School.....	New Haven, Conn.....	.....	1873	Miss Lydia P. Nott.....	Non-sect	1	11	70	.....	70	35	25	.....	.....	.....	.....	.....		
123 West End Institute.....	New Haven, Conn.....	.....	1870	Mrs. Sarah L. Cady.....	Cong	1	9	80	.....	.....	.....	.....	.....	.....	.....	.....	.....		
124 Bulkeley School.....	New London, Conn.....	.....	1873	Ely R. Hall.....	Non-sect	2	0	51	54	0	42	12	2	12	42	2	.....		
125 Adelphi Institute.....	New Milford, Conn.....	.....	.....	E. E. Clark.....	Non-sect	3	1	12	12	12	12	1	2	1	.....	.....	.....		
126 Warman Academy.....	New Preston, Conn.....	0	1852	Gould C. Whittlesey.....	Cong	1	15	15	12	3	.....	.....	.....	.....	.....	.....	.....		
127 The Robbins School.....	Norfolk, Conn.....	0	1834	Rev. J. Wickliffe Beach, A. M.	Cong	2	2	42	16	26	24	14	4	4	.....	0	.....		

128	Miss Baird's Institute for Young Ladies and Children.	Norwalk, Conn.	1882	Miss N. F. Baird	P. E.	3	4	45	6	39	45	4	18	.....	
129	Sabbath School.	Saybrook, Conn.	1885	Rev. P. L. Shepard, M. A.	P. E.	3	3	43	43	.....	43	5	7	2	1
130	Simsbury Academy.	Simsbury, Conn.	1879	John B. McLean	Non-sect	6	3	55	31	48	7	8	2	1	.....
131	School for Boys	Stamford, Conn.	1875	H. U. King	Non-sect	6	1	55	55	37	18	15	2	1	.....
132	School for Boarding and Day School	Stamford, Conn.	1854	George B. Glendinning, A. M.	P. E.	2	25	25	.....	25	10	4	4	2	.....
133	The Gunnery.	Washington, Conn.	1850	John C. Brinsmade	Non-sect	2	6	90	69	21	50	42	4	3	1
134	St. Margaret's Diocesan School for Girls.	Waterbury, Conn.	1875	Rev. Francis T. Russell, M. A., rector.	P. E.	4	11	100	.....	100	.....	.....	.....	.....	.....
135	Wilton Academy.	Wilton, Conn.	1817	Edward Olmstead	Cong.	1	20	14	6	20	10	2	5	2	.....
136	Wilton Boarding Academy	Wilton, Conn.	1840	Augustus Whitlock	Non-sect	2	1	40	40	30	.....	.....	.....	.....	.....
137	Putner Academy.	Woodbury, Conn.	1851	H. C. Talmage, A. M.	Non-sect	2	1	57	30	27	47	10	2	1	1
138	Wilmington Conference Academy	Dover, Del.	1873	W. L. Gooding, A. M.	Meth.	4	4	181	110	71	100	10	12	4	1
139	Felton Seminary	Felton, Del.	1867	M. H. Bowman	Non-sect	1	2	50	32	37	8	5	2	1	0
140	Georgetown Academy	Georgetown, Del.	1812	Eliza Conover, A. B.	Non-sect	1	40	19	21	27	10	3	5	1	0
141	Milford Select School.	Milford, Del.	0	George Rugg	Non-sect	1	1	40	17	52	15	16	.....	1	0
142	Academy of Newark	Newark, Del.	1769	Albert N. Kaub, M. D.	Non-sect	3	2	60	30	30	15	10	3	0	0
143	Friends' School.	Wilmington, Del. (4th and West streets).	1748	Isaac T. Johnson, A. D.	Friends	2	5	150	80	70	120	30	5	3	1
144	Daytona Institute	Daytona, Fla.	1880	Miss Lucy A. Cross	Cong.	2	25	10	15	23	1	1	.....	.....	.....
145	De Land Academy	De Land, Fla.	1884	Rev. John H. Griffith, D. D.	Presb.	2	3	52	36	65	13	5	8	4	0
146	Cookman Institute	Jacksonville, Fla.	0	Rev. Samuel B. Daruch, D. D.	M. E.	3	3	282	103	177	243	39	39	2	.....
147	Convent of Mary Immaculate	Key West, Fla.	0	Mother M. Falcetta, superior	R. C.	.....	12	129	129	113	.....	48	.....	.....	.....
148	Florida Institute	Lake Oak, Fla.	1876	Rev. J. L. A. Fish	Baptist	1	4	114	63	71	164	6	.....	2	.....
149	Christ Church School	Pensacola, Fla.	1856	Mrs. Mary G. Scott	P. E.	1	3	50	15	35	.....	.....	.....	.....	.....
150	Ackworth High School	Ackworth, Fla.	.....	Thomas A. Murray, A. M.	Non-sect	1	1	65	35	30	55	10	2	5	0
151	Batlow Classical Institute.	Adrianville, Ga.	1881	Henry D. Capers, A. M.	Non-sect	1	1	72	54	18	72	56	24	33	16
152	Cedar Creek High School	Adrianville, Ga.	1875	G. W. Hendricks	Non-sect	1	1	102	54	44	102	15	10	10	.....
153	Albany Female Seminary	Albany, Ga.	.....	Mrs. Mary A. Thornbury	Non-sect	1	5	60	21	39	.....	6	50	.....	.....
154	Steno's Institute	Albany, Ga.	1877	Mrs. A. Sterne	Non-sect	1	6	92	20	72	92	6	50	.....	.....
155	Antioch Academy	Antioch, Ga.	0	Mrs. Gaffney	Non-sect	1	25	10	15	25	3	5	.....	.....	.....
156	Home School for Young Ladies	Athens, Ga.	1865	Miss Caroline Semowski	Non-sect	.....	8	92	92	99	12	25	.....	.....	.....
157	Atlanta Baptist Seminary	Atlanta, Ga.	1879	Rev. Joseph T. Robert, L. D.	Baptist	4	145	145	.....	.....	.....	.....	.....	.....	.....
158	Atlanta Female Institute	Atlanta, Ga.	1875	Mrs. J. W. Ballard	P. E.	3	8	160	160	100	60	80	.....	.....	.....
159	Means High School.	Atlanta, Ga.	0	T. A. E. Means	Non-sect	4	1	111	111	.....	53	53	8	.....	.....
160	Spreman Seminary for Girls and Women.	Atlanta, Ga.	1884	Misses A. B. Packard and H. E. Giles.	Baptist	1	10	650	.....	650	.....	.....	.....	.....	.....
161	Storrs School	Atlanta, Ga.	1806	Miss Amy Williams	Cong.	.....	10	538	182	358	.....	8	.....	.....	.....
162	West End Academy *	Atlanta, Ga. (West End).	1862	W. W. Lambdin	Non-sect	1	2	120	90	40	.....	30	.....	.....	.....
163	St. Mary's Academy	Augusta, Ga.	1880	Sister M. Peter	R. C.	.....	11	175	175	175	24	18	21	.....	.....
164	Rainbridge Academy *	Rainbridge, Ga.	.....	R. W. Smalwood	.....	63	34	34	50	.....	.....	.....	.....	.....	.....
165	Baindsown Academy	Baindsown, Ga.	0	John S. Callaway	Baptist	1	1	34	17	34	6	0	6	0	1
166	Gordon Institute	Karnsboro, Ga.	1872	C. E. Lambdin, A. M.	Non-sect	(5)	272	144	128	.....	.....	.....	.....	.....	.....
167	Oak Grove High School	Barrow County, Ga. (17th district).	.....	H. C. Etheridge	Non-sect	1	62	38	24	.....	.....	.....	.....	.....	.....
168	Bond's Academy *	Bond's Mill, Ga.	0	J. E. McDonald	Non-sect	1	18	13	5	18	.....	.....	.....	.....	.....
169	Boston Academy *	Boston, Ga.	1881	William B. Fambrough, A. M.	Non-sect	2	71	43	28	62	0	0	3	0	0
170	Braswell High School	Braswell, Ga.	1885	M. M. Chesnut	Meth. & Baptist	1	54	20	28	.....	.....	.....	.....	.....	.....
171	Brooks' Station Academy	Brooks' Station, Ga.	1874	W. V. McDaniel	Baptist	1	1	90	40	50	30	6	0	4	3
* From Report of the Commissioner of Education for 1883-84. a As Milford High School. b Sex not reported. c These statistics are for the year 1883-84.															

These statistics are for the year 1883-'84.

b Sex not reported.

As Milford High School.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
172 Buford Academy *	Buford, Ga.	1875	1872	W. R. Pool	Non-sect	1	1	55	31	24								
173 Butler Female College and Male Institute. *	Butler, Ga.			Rev. J. J. McWhin, A. M.		2	3	120	73	47	41	79	10					
174 Byron High School	Byron, Ga.	1884	1884	E. H. Ezell	Non-sect	1	3	90	40	50	90	25						
175 Calvary High School *	Calvary, Ga.			Robert H. Harris		64		91	50	41								
176 Canak Academy *	Canak, Ga.			C. C. Lowe	Meth.	1	1	62	35	27	62	40		10				
177 Pleasant Hope Academy	Cameron, Ga.	0	1884	W. V. Lanier	Bapt. & Meth.	1		64	36	28	64	2		2	3	0	0	
178 Camilla Academy *	Camilla, Ga.			J. T. Scaife		63		81	40	41								
179 Cherokee High School *	Canton, Ga.		1882	Miss Diana Duval		1	2	110	45	65								
180 Carroll Masonic Institute *	Carrollton, Ga.	1872	1871	H. C. Brown		62		38	23	15								
181 Carsonville Academy	Carsonville, Ga.		1858	George N. Jordan	Meth.	1		38	25	13	11	20	7	12	4		1	
182 The African Methodist Episcopal High School *	Cartersville, Ga.		1870	L. Emory Hall	M. E.	1	2	104	37	67								
183 Cartersville High School *	Cartersville, Ga.	0	1871	Theodore M. Smith	Non-sect	1	2	157	76	81								
184 Cartersville Institute.	Cartersville, Ga.	1884	1885	Hubert M. Smith		2	1	75	42	33	75	13		8		1	0	
185 Cartersville Seminary *	Cartersville, Ga.	0		Mrs. S. F. Brano	Non-sect	4	100	40	60	30	70	12		15		3	0	
186 Douglas Street School *	Cartersville, Ga.			Mathew Marshall		1		105	68	37								
187 West Cartersville High School	Cartersville, Ga.	0	1884	Mrs. J. W. Harris and Miss Carpenter.			4	80	25	55	80	20	14	6	0	0	0	
188 Wofford Academy	Cass Station, Ga.	0	1874	Prof. Mathew Marshall	Non-sect	1	1	60	40	20				0	0	0	0	
189 Cherokee Wesleyan Institute	Caro Spring, Ga.	1854	1855	Joseph S. Stewart, Jr.	M. E. So.	1	2	74	30	44	56	28	0	28	2	0	0	
190 St. Mary's Institute.	Cedar Grove, Ga.	1869	1869	John Y. Wood	Non-sect	1	1	46	24	22	30	16		8	5	3	1	
191 Cedartown Male and Female Academy.	Cedartown, Ga.		1877	J. C. Harris, A. M.	Presb.	1	3	145	48	97	125	20	4			3		

192	Clarksville High School	Clarksville, Ga.	.....	.....	Morgan H. Looney	Non-sect	1	1	80	45	35	2	0	0	0
193	Cochran Academy*	Cochran, Ga.	.....	.....	R. C. Sanders	Non-sect	1	1	83	54	29	.....	.....	.....	.....
194	Shade's School for Boys	Columbus, Ga.	.....	.....	James J. Shade	Non-sect	1	1	47	47	.....	42	6	.....	1
195	Concord Academy	Concord, Ga.	.....	.....	J. B. Matthews	Non-sect	2	1	98	54	44	92	6	2	0
196	Conyers Male and Female Academy	Conyers, Ga.	.....	.....	R. A. Gunn and T. D. O'Kelley	Non-sect	2	1	112	64	48	19	0	4	1
197	Oakland Seminary	Conyers, Ga.	.....	.....	A. F. Moon	Non-sect	2	2	.....	.....	.....	6	.....	.....	.....
198	Corinth High School	Corinth, Ga.	.....	.....	C. C. Nall	Non-sect	2	2	70	40	30	70	8	.....	2
199	Crawford Academy	Crawford, Ga.	.....	.....	John F. Cheney	Non-sect	1	1	53	21	32	46	7	2	1
200	Crawfordville Academy	Crawfordville, Ga.	.....	.....	T. H. Yarbrough	Non-sect	1	1	54	33	21	25	16	5	0
201	Culloden High School*	Culloden, Ga.	.....	.....	R. J. Strozier	Non-sect	1	2	58	32	26	58	17	0	2
202	Cusseta Academy	Cusseta, Ga.	.....	.....	W. E. Murphy	Non-sect	1	2	102	48	54	90	15	1	7
203	Howard Normal School	Cuthbert, Ga.	.....	.....	F. H. Henderson	Non-sect	1	1	121	66	55	42	5	.....	1
204	Crawford High School	Dalton, Ga.	.....	.....	J. S. Hill	Baptist	3	1	90	90	.....	90	4	12	15
205	Dalhousie High School	Danburg, Ga.	.....	.....	William P. Bradford	Non-sect	1	1	16	9	7	16	2	0	0
206	Danielsville High School*	Danielsville, Ga.	.....	.....	H. L. Brook	Non-sect	1	1	29	25	14	.....	.....	.....	1
207	Farmersville Academy	Dirt Town, Ga.	.....	.....	W. J. Doster	Non-sect	2	1	83	38	45	21	13	6	3
208	Duluth Academy	Duluth, Ga.	.....	.....	W. M. Winn	Non-sect	1	1	66	32	34	63	3	.....	2
209	Eastman High School	Eastman, Ga.	.....	.....	R. J. Strozier	Non-sect	1	1	85	40	45	70	15	0	4
210	Elberton Female Collegiate Institute	Elberton, Ga.	.....	.....	William J. Noyes	Non-sect	1	1	60	.....	60	60	15	0	5
211	Elberton Military Academy	Elberton, Ga.	.....	.....	P. E. Davant	Non-sect	2	2	56	56	.....	48	8	0	0
212	Moss Hill Academy*	Ellaville, Ga.	.....	.....	J. M. Colburn	Non-sect	1	1	56	22	34	56	.....	.....	0
213	Ellijay Seminary	Ellijay, Ga.	.....	.....	Rev. R. H. Robb	M. P.	2	2	74	44	30	55	19	.....	0
214	Excelsior School	Excelsior, Ga.	.....	.....	F. J. Ingraham	Baptist	1	2	70	40	36	70	10	0	2
215	Fairburn Academy*	Fairburn, Ga.	.....	.....	Rev. J. C. Holmes	.....	1	1	76	42	34	.....	.....	.....	.....
216	School English and Classical	Fairburn, Ga.	.....	.....	Rev. J. N. Rhodes	.....	1	1	66	40	26	.....	.....	.....	.....
217	Antion Academy*	Fagin, Ga.	.....	.....	R. M. Hall	.....	1	1	35	17	18	.....	.....	.....	.....
218	Willard Male Institute	Forsyth, Ga.	.....	.....	V. E. Orr, B. A., L. L.	Meth	4	1	85	50	32	67	3	2	.....
219	Jackson Academy*	Forsyth, Ga.	.....	.....	J. J. Wilkes	Non-sect	1	2	180	86	94	180	27	.....	.....
220	Academy	Fort Gaines, Ga.	.....	.....	J. J. Divitt	Non-sect	a2	2	53	24	29	.....	.....	.....	.....
221	Fort Valley Male and Female Institute	Fort Valley, Ga.	.....	.....	F. N. Means	Non-sect	1	3	100	60	40	50	32	85	20
222	Franklin Institute	Franklin, Ga.	.....	.....	Jephtha H. Daniel	Non-sect	(3)	64	30	24	.....	.....	.....	.....	.....
223	Gainesville College	Gainesville, Ga.	.....	.....	J. M. Proctor, A. M., president	Non-sect	2	1	116	95	21	104	12	0	21
224	Oak Grove Academy*	Garden Valley, Ga.	.....	.....	G. H. Murray	Non-sect	1	1	82	50	32	67	3	2	.....
225	Fleming High School	Gogginsville, Ga.	.....	.....	George B. Morritt	Non-sect	1	2	85	50	35	85	10	.....	.....
226	Gordon Springs Institute	Gordon Springs, Ga.	.....	.....	C. Callaway	Non-sect	1	2	25	10	35	1	5	1	2
227	Grantville High School	Grantville, Ga.	.....	.....	Gordon G. Clower, A. B.	Non-sect	1	2	68	35	33	68	17	6	8
228	Greenville School	Greenville, Ga.	.....	.....	W. T. Revell	Non-sect	a2	2	36	20	16	.....	.....	.....	.....
229	Greensborough High School*	Greensborough, Ga.	.....	.....	W. E. Reynolds	Non-sect	1	1	63	30	33	.....	.....	.....	.....
230	Greensville Academy	Greensville, Ga.	.....	.....	John A. Saye	Non-sect	1	1	60	30	30	60	3	0	3
231	Porter High School	Griffin, Ga.	.....	.....	Mrs. W. H. Runley, jr.	Non-sect	2	2	115	15	35	50	15	5	5
232	Samuel Bailey Male Institute	Griffin, Ga.	.....	.....	George W. Sparger	Non-sect	2	2	115	115	0	95	20	0	10
233	Mount Zion Male and Female Academy	Hapeville, Ga.	.....	.....	Howell B. Parker	Non-sect	1	2	105	55	165	12	0	12	0
234	Harlem High School*	Harlem, Ga.	.....	.....	Otis Ashmore, A. M., d.	.....	a2	58	35	23	.....	.....	.....	.....	.....

d Has since been made principal of Middle Georgia College.

b Has since been made principal of Eastman High School, Eastman, Ga.

c Those statistics are for the year 1883-84.

a Sex not reported.





Year	Location	Building	Architect	Cost	Value	Notes
1856	Lawrenceville, Ga.	Lawrenceville High School*	S. B. Conslan	58	31	27
1857	Lawrenceville, Ga.	Lawrenceville Institute	John E. Prudden	1	88	41
1858	Dorchester, Ga.	Dorchester Academy	Miss Elizabeth Plampton	3	87	(87)
1859	Jewett Normal Institute	Jewett Normal Institute	W. A. Hodge	5	297	117
1860	Private School for Girls	Private School for Girls	Rev. I. R. Bramham, D. D.	2	40	40
1861	University High School	University High School	Viola P. Toombs	1	2	40
1862	Fondato High School	Fondato High School	M. R. Nehrl	1	24	24
1863	Forest Home Institute	Forest Home Institute	S. R. Shaw	2	92	6
1864	Madison Male High School	Madison Male High School	W. R. Charles	1	95	10
1865	Temperance High School	Temperance High School	W. R. Myers	1	95	10
1866	Marrietta High School (Afro)*	Marrietta High School (Afro)*	J. W. Redfield	3	115	65
1867	Marshallville High School*	Marshallville High School*	J. L. Caldwell	1	78	40
1868	Mayaville Institute	Mayaville Institute	A. B. Feltus	1	79	40
1869	Minor High School	Minor High School	James Brasow	1	93	47
1870	Arterberry's Academy	Arterberry's Academy	A. J. Morris	1	93	47
1871	Monroe High School	Monroe High School	E. C. Berry	3	102	55
1872	Montezuma Male and Female Institute	Montezuma Male and Female Institute	Henry S. Jones	1	2	60
1873	Spalding Seminary	Spalding Seminary	N. A. Fesenden	1	90	47
1874	Morganston Academy*	Morganston Academy*	William E. Dozier	1	2	65
1875	Sibley Institute	Sibley Institute	Ronald Johnson	1	2	65
1876	Montville Academy	Montville Academy	Charles E. Simmons, rector	3	131	131
1877	Mont Zion Academy	Mont Zion Academy	E. C. Merry	1	2	78
1878	Newton Male Seminary	Newton Male Seminary	Thomas C. Newton	1	1	42
1879	Newnan School of Language, Science, and Art	Newnan School of Language, Science, and Art	E. L. Bullard	1	95	50
1880	Drumley Academy*	Drumley Academy*	George L. Lowrey	2	60	24
1881	Norwood Academy*	Norwood Academy*	E. A. Insler	2	69	31
1882	Palmetto High School	Palmetto High School	C. C. Bailey	1	85	40
1883	Pekesville, Ga.	Pekesville, Ga.	S. N. Chapman	1	66	40
1884	Perry, Ga.	Perry, Ga.	Joel Stevens	1	55	40
1885	Houston Male and Female College	Houston Male and Female College	William A. Curtis	1	39	17
1886	Pine Log, Ga.	Pine Log, Ga.	F. P. Brown	1	32	20
1887	Long Springs High School	Long Springs High School	Rev. John J. Hymus	2	1	60
1888	Powder Springs, Ga.	Powder Springs, Ga.	T. W. Jones	2	101	51
1889	Powellton High School	Powellton High School	Bohwell Graham	2	1	35
1890	Powellton Male and Female School	Powellton Male and Female School	John B. Allen	3	1	75
1891	Pittman High School	Pittman High School	J. M. Atkinson	1	64	30
1892	Rabun Gap Institute	Rabun Gap Institute	George W. Holmes	1	61	30
1893	Reynolds, Male and Female Institute*	Reynolds, Male and Female Institute*	W. H. Lawson	1	5	1
1894	Reynoldsville Academy	Reynoldsville Academy		1	20	12
1895	McVern Institute*	McVern Institute*		2	1	60
1896	North Georgia Normal College	North Georgia Normal College		2	1	35
1897	Rome Academy*	Rome Academy*		3	1	75
1898	Alex. Stephen Seminary	Alex. Stephen Seminary		1	64	30
1899	Roswell Academy*	Roswell Academy*		1	5	1
1900	Rutherford High School*	Rutherford High School*		1	20	12
1901	Sandersville High School	Sandersville High School		1	20	12

*d* Has since become principal of the Montezuma Male and Female Institute, Montezuma, Ga.  
*e* School suspended for 1884-85; to reopen in August, 1885.

<sup>b</sup> Under its present name; organized as Hogansville Academy in 1806.  
<sup>c</sup> These statistics are for the year 1883-'84.

\* From Report of the Commissioner of Education for 1883-'84.  
 a Sex not reported.

TABLE VI.—Statistics of institutions for secondary instruction for 1881-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
229	Beech Institute.																		
300	Georgia Military Academy		1866	Rev. Dana Sherrill, president	Cong ...	1	6	305	120	185									
301	Excelsior High School *	1883	1882	Map. John A. Crowther	Non-sect	6	1	117	117										
302	Senola High School *		1872	F. W. Glover	Non-sect	a2	2	97	39	58	84	13	0	5	0	3	0		
303	Senola High School *			T. E. Atkinson.	Non-sect			57	26	31									
	N. E. Ware's Business and Literary Institute.	0	1877	N. E. Ware	Non-sect	1	1	62	32	30	60	12		10		20			
304	Sacred Heart Seminary		1880	Sisters of St. Joseph.	R. C	3		21	21										
305	Sharpsburg Academy *		1884	V. A. Han	Non-sect	a2	2	82	45	37									
306	Smyrna High School *	0	1878	W. G. Walker	Non-sect		1	62	35	27	62	0	0	10		62			
307	Oak Grove Male and Female Academy.			Rev. W. F. Robison	Meth	2		55	25	30				8		2			
308	Sparta Male and Female Academy.	0	1883	D. Q. Abbott	Non-sect	1	2	82	37	45	49	25	0	10		5			
309	Spring Place High School *			A. B. Smith	Non-sect	1	1	100	60	40	80	10		5	8	3			
310	Stilesborough Institute *	1856	1859	J. F. Marsh	Non-sect	a2		46	26	20									
311	Stone Mountain High School *			Miss Z. S. Wells	Non-sect	2	2	68	35	33	68								
312	Sugar Valley High School	0	1882	W. F. Dickey	Non-sect	1	2	101	48	53				12	8				
313	Sunach Seminary	1878	1869	Prof. G. H. Humphreys	Non-sect	3	1	165	89	76	40	10	0	5		8			
314	Sumnerville High School b			J. M. Jackson	Non-sect	a4	a2	109	46	63									
315	Sylvania Academy *			Thomas M. Hazelhurst	Non-sect	a2		65	33	32									
316	Collinsworth Institute c	1858	1887	Rev. John T. McLaughlin, A. M.	Non-sect	2	0	54	46	8	51	25		10	4	1	1		
317	Le Vert College c, d, e	1856	1866	Rev. John T. McLaughlin, A. M.	Non-sect	2	3	155	91	64	150	50	10	20	10	5	2		
318	Society Hill Academy *			Miss Ellen Vinson	M. E.			60	36	24	60			3	1				
319	Tennille High School		1870	W. I. Duggan, A. M.	Non-sect	1	3	115	65	50	115	25	0	5	0				







[illegible]

*b* These statistics are for the year 1883-'84.

Sox not given.

\*From Report of the Commissioner of Education for 1883-'84.  
77 As Chicago Ladies' Seminary; as "The Willard School," in 1884.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Decorah Institute . . . . .	Decorah, Iowa. . . . .	1843	1874	J. Breckenridge . . . . .	...	3	2	409	220	189							2		
Denmark Academy . . . . .	Denmark, Iowa. . . . .	1871	1843	William S. Pearson, A. B. . . . .	Cong.	2	3	92	51	41									
St. Mary's Catholic School* . . . . .	Des Moines, Iowa . . . . .		1871	Rev. P. Winfried Schmidt, O. S. B. . . . .	R. C.	1	4	110	30	80									
St. Vincent's Presentation Convent . . . . .	Dubuque, Iowa. . . . .	1831	1880	Sister M. Aloysius, Directress of Visitation Academy . . . . .	R. C.	0	7	150	60	90	140	10	19	4		2			
Visitation Academy . . . . .	Dubuque, Iowa. . . . .	1880	1871		R. C.		9	60	...	60									
Young Ladies' School . . . . .	Dubuque, Iowa. . . . .		1873	Miss Harriet H. Horr . . . . .	Non-sect	1	1	25	25	25	25	4							
Danish High School* . . . . .	Elkhorn, Iowa. . . . .		1878	Rev. Christian Anker . . . . .	Luth.	4	1	52	33	19	52	0		0	0	0	0		
Epworth Seminary* . . . . .	Epworth, Iowa. . . . .	1856	1857	George W. Jones, Ph. D. . . . .	M. E.	3	6	227	120	107	153	25	20		0	6			
Academy of Iowa College . . . . .	Grinnell, Iowa. . . . .	1847	1848	Jesse Macy, A. M. . . . .	Cong.	2	1	138	78	60	78	60	0	50	30	9	5		
Humboldt Academy and Normal School. . . . .	Humboldt, Iowa. . . . .	0	1882	W. M. Martin, A. M. . . . .	Non-sect	1	1	49	26	23									
Iowa City Academy and Normal School.	Iowa City, Iowa. . . . .	0	1868	Galen A. Graves, A. M. . . . .	Non-sect	6	4	300	185	115	170	50	80	50		4			
Jefferson Academy* . . . . .	Jefferson, Iowa. . . . .	1875	1875	J. S. Dunning, A. M. . . . .	...	1	4	152	64	88	152	27	16	27					
Knoxville Academy . . . . .	Knoxville, Iowa. . . . .	0	1872	W. A. McKee . . . . .	...	1	1	81	40	41	81								
Kossuth Academy . . . . .	Kossuth, Iowa. . . . .		1845	F. B. Robinson, A. B. . . . .	Non-sect	1	2	28	49	19	23	5		5	0	2			
Friends' Academy* . . . . .	Le Grand, Iowa. . . . .	0	1872	Charles E. Cox, A. B. . . . .	Friends	2	1	91	46	45	91			0	0	1	1		
Lynnville Academy* . . . . .	Lynnville, Iowa. . . . .			E. M. Ives . . . . .	Friends	1	1	53	29	24	53			6	1	2			
Morning Sun Academy* . . . . .	Morning Sun, Iowa. . . . .		1879	A. M. M. Dornon . . . . .	Non-sect	2	1	76	34	42	57	19		(19)	1	2	2		
New Providence Academy . . . . .	New Providence, Iowa. . . . .	1868	1868	J. C. Hadley, A. B. . . . .	Friends	1	1	65	40	25				9	0	2			
Hazel Dell Academy* . . . . .	Newton, Iowa. . . . .	0	1858	Darius Thomas, A. M. . . . .	Non-sect	2	0	95	54	41	95	0		0					
Cedar Valley Seminary . . . . .	Osage, Iowa. . . . .	1869	1863	Alonzo Abernethy, A. M. . . . .	Baptist	3	3	207	122	85									
Ottumwa Normal School . . . . .	Ottumwa, Iowa. . . . .		1872	Mrs. Martha A. Peck . . . . .	Non-sect	1	1	36	13	23									





TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	12	13	14	15	16	17	18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
475 Henderson High School.....	Henderson, Ky.....	1877.....	1871.....	Thomas Posey, A. M.....	Non-sect.....	1.....	1.....	62.....	18.....	44.....	62.....	62.....	.....	.....	.....	.....	.....
476 Jackson Academy.....	Jackson, Ky.....	1884.....	1883.....	John Jay Dickey.....	Non-sect.....	1.....	1.....	110.....	70.....	40.....	100.....	10.....	0.....	.....	4.....	0.....	0.....
477 La Fayette High School.....	La Fayette, Ky.....	0.....	1860.....	S. L. Froger, A. M.....	Non-sect.....	1.....	1.....	2 108.....	40.....	68.....	.....	10.....	11.....	2.....	.....	.....	.....
478 Lancaster Male Seminary*.....	Lancaster, Ky.....	1840.....	.....	J. R. Blair.....	Non-sect.....	1.....	1.....	70.....	70.....	.....	.....	.....	.....	.....	.....	.....	.....
479 German and English School.....	Louisville, Ky.....	.....	1866.....	William Mueller.....	Non-sect.....	2.....	2.....	80.....	49.....	31.....	80.....	80.....	.....	.....	.....	.....	.....
480 Hampton College.....	Louisville, Ky.....	1880.....	1878.....	L. D. Hampton, president.....	Non-sect.....	1.....	15.....	200.....	0.....	200.....	.....	.....	.....	.....	.....	.....	.....
481 The Kentucky Home School.....	Louisville, Ky.....	1882.....	1863.....	Miss Belle S. Pears.....	P. E.....	1.....	12.....	132.....	.....	132.....	.....	.....	.....	.....	.....	.....	.....
482 Louisville Rugby School.....	Louisville, Ky.....	1876.....	1872.....	William N. and Allan L. McDonald.....	Non-sect.....	7.....	1.....	92.....	92.....	.....	.....	.....	.....	8.....	9.....	4.....	5.....
483 State University.....	Louisville, Ky.....	1865.....	1879.....	Rev. William J. Simmons, D. D., president.....	Baptist.....	5.....	7.....	201.....	108.....	93.....	185.....	16.....	.....	83.....	0.....	75.....	0.....
484 Mayville Female Institute*.....	Mayville, Ky.....	.....	0.....	Miss Jane R. Parks.....	Baptist.....	.....	4.....	75.....	75.....	75.....	6.....	20.....	0.....	0.....	0.....	5.....	0.....
485 Minerva Male and Female College.....	Minerva, Ky.....	1856.....	1856.....	O. N. Weaver.....	Non-sect.....	1.....	2.....	82.....	43.....	39.....	35.....	7.....	.....	12.....	16.....	5.....	.....
486 Union Academy*.....	Morganfield, Ky.....	1882.....	1868.....	Thomas Posey, A. M.....	Non-sect.....	1.....	3.....	70.....	41.....	29.....	70.....	15.....	7.....	3.....	8.....	0.....	0.....
487 Bethel Academy*.....	Nicholasville, Ky.....	1798.....	1790.....	A. N. Gordon.....	Non-sect.....	2.....	1.....	41.....	41.....	0.....	41.....	1.....	0.....	20.....	20.....	0.....	.....
488 Browder Institute.....	Olmstead, Ky.....	1868.....	1866.....	Hanson W. Browder.....	Non-sect.....	1.....	1.....	41.....	21.....	41.....	41.....	1.....	0.....	0.....	0.....	6.....	.....
489 Owenton High School.....	Owenton, Ky.....	1873.....	1848.....	Walter S. Smith, M. S.....	Non-sect.....	2.....	2.....	86.....	40.....	56.....	56.....	8.....	10.....	2.....	.....	.....	.....
490 Bath Seminary.....	Owingsville, Ky.....	1849.....	1840.....	T. C. Curran.....	Non-sect.....	2.....	2.....	70.....	34.....	36.....	.....	.....	.....	.....	.....	.....	.....
491 University of Paducah*.....	Paducah, Ky.....	1881.....	1871.....	J. T. Norton, president.....	Non-sect.....	2.....	2.....	80.....	51.....	39.....	44.....	3.....	9.....	7.....	.....	.....	.....
492 Earth Female Institute*.....	Paris, Ky.....	1875.....	.....	Charles E. Young.....	Non-sect.....	3.....	3.....	60.....	60.....	60.....	10.....	10.....	.....	.....	.....	.....	.....
493 Prestonburg Seminary.....	Prestonburg, Ky.....	0.....	1833.....	G. M. F. Hampton.....	M. E. So.....	1.....	2.....	154.....	80.....	74.....	154.....	0.....	.....	12.....	5.....	0.....	.....
494 Princeton Collegiate Institute.....	Princeton, Ky.....	1882.....	1880.....	Rev. Heman H. Allen, D. D.....	Presb.....	3.....	3.....	114.....	55.....	59.....	91.....	18.....	2.....	5.....	.....	.....	.....
495 Madison Female Institute*.....	Richmond, Ky.....	1856.....	1856.....	Charles P. Williamson, A. M., president.....	Christ'n.....	5.....	9.....	180.....	32.....	148.....	.....	83.....	.....	.....	.....	.....	.....
Miss Sevier's School.....	Russellville, Ky.....	.....	1864.....	Miss Elizabeth Sevier.....	P. E.....	.....	1.....	22.....	13.....	0.....	.....	.....	2.....	.....	.....	.....	.....

497	Sharpsburg Male and Female Academy.	Sharpsburg, Ky.	1875	1848	Mrs. Fannie B. Talbot.	Presb.	0	131	76	55	3	.....
498	Shelbyville Male Academy.	Shelbyville, Ky.	1881	1881	George Leslie Sampson.	Presb.	2	48	48	30	18	10
499	Fairview Male and Female Seminary.	Simpsonville, Ky.	1879	1869	J. E. Nunn.	Baptist.	1	2	52	28	9	2
500	West Kentucky Classical and Normal College.	South Carrollton, Ky.	1873	1872	Edward B. Smith.	Non-sect.	7	3	209	142	67	189
501	Academy of St. Catharine of Siena.	Springfield, Ky.	1840	1822	Mother Regina O'Meara, O. S. D. priores.	R. C.	0	18	70	0	70	.....
502	Spencer Institute.	Taylorsville, Ky.	.....	.....	Rev. G. C. Overstreet, A. M.	Presb.	2	4	80	40	80	20
503	Winchester Male and Female High School.	Winchester, Ky.	1877	1872	Rev. William Stewart, A. M., D. D.	Non-sect.	2	3	81	59	45	23
504	Wingo High School.	Wingo, Ky.	.....	.....	J. C. Neville.	M. E.	2	1	61	35	54	7
505	Baldwin Seminary.	Baldwin, La.	1882	1882	Rev. William S. Fitch, M. A.	M. E.	2	2	290	161	133	16
506	Gilbert Seminary.	Baldwin, La. (Winsted).	1889	1849	W. D. Godwin.	M. E.	2	3	31	30	20	11
507	Rosedilla Seminary.	Baton Rouge, La.	1859	1880	Mrs. Mary W. Reed.	Non-sect.	1	1	69	38	31	69
508	Consulate Male and Female Institute.	Consulate, La.	1880	1880	Jean Vane.	Non-sect.	1	1	69	38	31	69
509	Millwood Female Institute.	Jackson, La.	1870	1866	Miss M. B. McCalmont.	Non-sect.	5	51	13	38	.....	.....
510	St. Hyacinth's Academy.	Monroe, La. (Ouachita Parish).	.....	1866	Sister Seraphina, superior.	R. C.	5	75	27	48	30	12
511	Mt. Lebanon College.	Mt. Lebanon, La.	1883	1883	Rev. W. P. Carter, A. M.	Baptist.	2	4	121	(121)	.....	.....
512	Evangelical Lutheran Gymnasium.	New Orleans, La. (115 Terpsichore street).	1883	1866	Rev. Albert F. Hoppe.	Ev. Luth.	1	14	14	.....	14	8
513	Jefferson Academy.	New Orleans, La. (95 Conti street).	0	1837	William Henry.	Non-sect.	3	1	75	0	75	50
514	Mt. Carmel Convent.	New Orleans, La.	1859	1836	Sister St. Teresa.	R. C.	11	130	130	130	130	.....
515	Peabody Academy for Young Ladies.	New Orleans, La. (370 Esplanade street).	1870	1882	Mrs. Alice L. Lusher.	Non-sect.	1	2	32	0	32	0
516	Peabody High School for Young Ladies.	New Orleans, La. (304 St. Andrew street).	.....	1872	Mrs. K. R. Shaw.	R. C.	7	67	67	67	2	.....
517	St. Isidore's College.	New Orleans, La. (third district).	.....	1879	Rev. J. Scherer, C. S. C.	R. C.	7	67	67	67	2	.....
518	St. James Academy and Industrial Seminary.	New Orleans, La. (35 Derbigny street).	.....	1880	Rev. A. M. Green.	A. M. E.	1	2	82	35	47	82
519	St. Mary's College.	New Orleans, La. (corner Poydras and Constance streets).	1882	1950	Brother Matthew.	R. C.	11	250	250	250	25	75
520	Sixth District Institute and Kindergarten.	New Orleans (506 Prytanee street).	.....	.....	Miss Annie B. Shearer.	.....	.....	.....	.....	.....	.....	50
521	Southern Academic and Kindergarten Institute.	New Orleans, La.	.....	1880	Mrs. J. E. Seamen.	Non-sect.	3	12	100	100	.....	.....
522	Somerset Academy.	Athens, Mo.	1846	1846	A. E. Anestin, A. B.	Non-sect.	1	1	82	32	50	1
523	Gould Academy.	Bethel, Mo.	1836	1836	Albert F. Sweetser.	Non-sect.	1	3	78	38	40	17
524	East Maine Conference Seminary.	Bucksport, Me.	1850	1831	Rev. A. F. Chase, A. M.	M. E.	2	24	217	127	117	23
525	Cortina Union Academy.	Cortina, Mo.	1851	1851	J. C. Pease.	Cong.	2	83	58	60	15	8
526	Greely Institute.	Cumberland Center, Me.	1839	1868	F. E. Padin.	Non-sect.	1	65	30	35	58	7
527	Westbrook Seminary and Female College.	Dearing, Me. (Stevens' Plains P. O.).	1831	1851	Rev. James P. Weston, D. D.	Univ.	4	3	140	70	70	.....

<sup>b</sup> Amended in 1887.

<sup>c</sup> These statistics are for the year 1883-'84.

<sup>a</sup> From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> Has since become principal of Henderson High School, Henderson, Ky.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, *yc.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
528 Abbott Family School for Boys at Mt. Little Blue.	Farmington, Mo.	1870	1844	A. H. Abbott, A. M.	Non-sect	2	1	25	25	.....	13	12	6	8	.....	.....	.....
529 Foxcroft Academy*	Foxcroft, Mo.	1823	1823	Frank Rollins	.....	2	1	138	68	70	.....	.....	.....	5	3	1	.....
530 Freedom Academy*	Freedom, Mo.	1836	1837	O. H. Keen, secretary	.....	1	1	55	25	30	40	15	.....	5	10	0	1
531 Hampden Academy*	Hampden, Mo.	1903	1905	A. M. Durton, A. M.	Non-sect	1	1	75	30	45	75	16	8	.....	.....	.....	.....
532 Hartland Academy a	Hartland, Mo.	1832	1849	James Bradbury, chairman of board.	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
533 Maine Wesleyan Seminary and Female College b	Kent's Hill, Mo.	1821	1821	.....	M. E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
534 Leo Normal Academy*	Leo, Mo.	1845	1845	Leander H. Monilton	Non-sect	2	1	90	40	50	90	0	0	0	0	0	0
535 Livingston Academy*	Livingston, Mo.	1848	1851	William G. Lord, A. M.	Cong.	2	2	80	50	30	80	29	3	12	.....	2	.....
536 Martinsburg Normal Academy	Linn, Mo.	1846	1847	A. E. Whitten, A. M.	Non-sect	1	5	85	37	48	70	2	5	1	2	0	.....
537 Littlefield Academy*	Littlefield Corners, Mo.	1861	1864	Harbert L. Taylor	Cong.	1	1	31	20	11	27	4	.....	2	0	0	0
538 Lincoln Academy	New Castle, Mo.	1861	1864	Henry K. White, A. M.	Non-sect	1	1	112	53	59	51	23	15	18	5	4	4
539 Norridgewock English and Classical Institute.	Norridgewock, Mo.	1867	1866	Albert L. Allen, A. M.	Non-sect	3	2	122	53	69	110	10	3	10	6	.....	2
540 Mrs. Caswell's School	Portland, Mo.	0	1882	Mrs. Mary S. Caswell	Non-sect	2	4	64	0	64	.....	.....	.....	.....	.....	.....	.....
541 Berwick Academy	South Berwick, Mo.	1791	1793	Albert Somers	Non-sect	1	1	60	40	20	35	25	14	10	.....	3	.....
542 Franklin Family School	Topsham, Mo.	1872	1857	D. L. Smith	Non-sect	2	2	20	15	5	12	6	2	2	.....	2	.....
543 Oak Grove Seminary	Vassalborough, Mo.	1857	1857	Charles H. Jones	Friends.	.....	.....	51	43	8	.....	.....	.....	.....	.....	.....	.....
544 F. Knapp's Institute*	Baltimore, Md. (23, 31, and 33 N. Holiday street).	1864	1862	Frederick Knapp	Non-sect	8	4	275	200	75	275	.....	.....	.....	.....	80	.....
545 Mt. Royal Institute*	Baltimore, Md. (42 1st street).	.....	1880	Mrs. John R. McDaniel and Miss Nannie K. Nowlin.	Non-sect	.....	6	20	.....	20	20	.....	18	.....	.....	.....	.....

[illegible]

Statistics of this institution are reported with statistics of colleges for women (see Table VIII).

a No instructors or students for 1884-'85.

\*From Report of the Commissioner of Education for 1883-'84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
576 Briarley Hall .....	Poolesville, Md. ....	.....	1873	Mrs. M. E. Porter .....	Non-sect .....	2	1	20	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
577 The Hannah More Academy .....	Reisterstown, Md. ....	1832	1834	Rev. Arthur J. Rich, A. M., M. D. ....	P. E. ....	8	8	659	.....	659	.....	.....	.....	.....	.....	.....	.....	.....	.....
578 St. George's Hall for Boys* .....	Reisterstown, Md. ....	0	1876	Prof. James C. Kinear, A. M. ....	P. E. ....	3	1	40	40	.....	30	10	15	4	4	3	1	.....	.....
579 Rockland School for Girls .....	Sandy Spring, Md. ....	.....	1878	Henry C. Hallowell, A. M. ....	Non-sect .....	2	5	40	.....	40	40	5	9	.....	.....	1	.....	.....	.....
580 Springfield Institute .....	Sykesville, Md. ....	.....	1877	Misses Beach .....	Cong. ....	4	4	55	30	25	55	3	1	.....	.....	.....	.....	.....	.....
581 Home School for Girls* .....	Amherst, Mass. ....	.....	1877	Mrs. W. F. Stearns .....	Non-sect .....	.....	.....	9	9	.....	7	2	9	.....	.....	.....	.....	.....	.....
582 Punchard Free School .....	Andover, Mass. ....	1851	1856	William G. Goldsmith, A. M. ....	Non-sect .....	2	2	72	42	30	72	0	28	0	0	0	0	.....	.....
583 Athol High School .....	Athol, Mass. ....	.....	.....	L. McL. Jackson .....	Non-sect .....	1	1	58	35	23	28	30	12	3	.....	.....	.....	.....	.....
584 Riverside Home and Day School for Girls.	Anbunadale, Mass. ....	.....	1882	Miss Della T. Smith .....	Non-sect .....	.....	7	25	.....	25	.....	2	.....	2	10	2	.....	.....	.....
585 Powers Institute* .....	Barnardston, Mass. ....	0	1853	R. A. Goodridge .....	Non-sect .....	2	3	105	52	53	37	18	11	4	14	.....	.....	.....	.....
586 Howe School .....	Billerica, Mass. ....	.....	1852	Samuel Tucker, A. M. ....	Non-sect .....	1	1	37	17	20	36	1	6	1	.....	1	.....	.....	.....
587 Houghton School* .....	Bolton, Mass. ....	1848	1849	J. Q. Hayward .....	Non-sect .....	1	.....	33	15	18	33	.....	6	.....	.....	.....	.....	.....	.....
588 Miss Abby H. Johnson's Home and Day School for Young Ladies.	Boston, Mass. (18 New- bury street).	0	1875	Miss Abby H. Johnson .....	Non-sect .....	3	10	43	43	43	43	10	40	.....	.....	.....	.....	.....	.....
589 Boston Academy of Notre Dame ..	Boston, Mass. (Berkeley street).	1865	1864	Sister Marie de St. Denis, B. N. D. ....	R. C. ....	.....	10	80	.....	80	.....	.....	.....	.....	.....	.....	.....	.....	.....
590 Boston School of Languages .....	Boston, Mass. (Hotel Glendon, Columbus ave- nue).	.....	1881	Jules A. Houbigand, A. M. ....	Non-sect .....	5	1	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....
591 Mrs. Newhall's School for Girls and Young Ladies.*	Boston, Mass. (91 New- bury street).	.....	1879	Mrs. Emily J. F. Newhall .....	Non-sect .....	2	6	38	0	38	38	10	38	6	0	0	0	.....	.....



602	Otis Place School.* .....	Boston, Mass.	(6 Otis place).	1872	Mrs. Clara Barnes Martin.....	Non-sect.....	2	5	35	....	35	35	35	....
603	Private school .....	Boston, Mass.	(Dorchester).	1884	Mrs. Florence T. Chickering.....	.....	.....	4	12	....	12	12	10	0 0 0
604	Miss Putnam's English and Classical Family and Day School.	Boston, Mass.	(68 Marlborough street).	1860	Miss M. Louise Putnam .....	P. E. ....	1	6	25	0	25	25	25	....
605	Sr. Margaret's School .....	Boston, Mass.	(6 Chestnut street).	1875	Sister Annie Margaret, s.s.m.....	P. E. ....	1	6	40	2	38	40	40	....
606	Mrs. S. H. Hayes' Home and Day School.* .....	Boston, Mass.	(68 Chester st. square).	1872	Mrs. S. H. Hayes .....	Non-sect.....	3	7	38	....	38	38	10	3 1
607	Mt. Stone's Classical School for Boys.* .....	Boston, Mass.	(68 Chestnut street).	1879	Charles Wallington Stone .....	.....	.....	.....	20	20	....	0	14	20 14 3 1
608	I. N. Carleton's Home and Day School for Boys.* .....	Bradford, Mass.	.....	1884	Isaac N. Carleton .....	Orthod'x Cong., Non-sect.....	1	2	10	9	1	....	....	....
609	Braintree, Mass. (P. O., South Braintree). .....	Bradford, Mass.	.....	1877	J. B. Sewall, A. M. ....	Non-sect.....	4	1	70	30	40	42	16	8 3 1
600	Hitchcock Free High School .....	Brimfield, Mass.	.....	1855	Arthur A. Upham .....	Non-sect.....	2	2	98	47	51	90	8	15 8
601	Dorfield Academy and Dickinson High School. ....	Dorfield, Mass.	.....	1876	W. Starr Cutting, A. B. ....	Non-sect.....	1	2	81	50	31	54	19	29 7 0 0
602	Nichols Academy .....	Duxbury, Mass.	.....	1821	Fred L. Corbin, A. M. ....	Non-sect.....	1	2	77	54	23	58	9	11 4 2
603	Partridge Academy .....	Duxbury, Mass.	.....	1829	C. F. Jacobs .....	Non-sect.....	1	1	60	28	32	40	13	0 0 0
604	Home School for Young Ladies. ....	Everett, Mass.	.....	1874	Mrs. A. P. Potter .....	Baptist.....	1	6	25	....	25	....	8	0 0 0
605	Lawrence Academy and High School. ....	Falmouth, Mass.	.....	1833	S. A. Holton .....	Non-sect.....	1	1	50	20	30	50	10	12 2
606	Dean Academy * .....	Franklin, Mass.	.....	1865	Lester L. Barrington, A. M. ....	Univ. ....	4	6	123	54	69	91	32	13 12 9 4
607	Mt. Gardner Seminary .....	Gardner, Mass.	.....	1883	Mrs. Aurelia Burdge .....	Non-sect.....	3	5	10	0	10	....	9	....
608	Sedgwick Institute * .....	Great Barrington, Mass.	.....	1855	Rev. H. J. Van Leemput, D. D., and E. J. Van Leemput, A. B.	Cong. ....	3	3	22	22	....	....	6	....
609	Prospect Hill School for Young Women. ....	Greenfield, Mass.	.....	1863	Rev. James Chellis Parsons.....	Non-sect.....	2	7	31	0	31	9	31	1
610	Hanover Academy .....	Hanover, Mass.	.....	1862	Frank W. Brede .....	Non-sect.....	1	0	33	16	17	....	33	23 0 1 0 1
611	Brimfield School .....	Harvard, Mass.	.....	1875	Selah Howell, A. M. ....	Non-sect.....	2	4	46	19	27	....	....	0 0 0
612	Derby Academy * .....	Leahurst, Mass.	.....	1797	James E. Thomas, A. B. ....	Non-sect.....	2	6	60	22	38	6	51	2 0 0 0
613	The Misses Hill's Learning and Day School. ....	Lowell, Mass. (126 Worthen street).	.....	1866	Katharine A. Hill .....	P. E. ....	1	3	42	12	30	42	10	....
614	St. Patrick's Female Academy * .....	Lowell, Mass.	.....	1852	Sister Agnes Aloysia .....	R. C. ....	.....	10	28	....	120	120	....	....
615	Tabor Academy * .....	Marion, Mass.	.....	1877	C. P. Howland .....	Non-sect.....	2	0	13	14	15	5	....	3 0 0 0
616	Barnstable School .....	Matapoisett, Mass.	.....	1870	James McCormick .....	Non-sect.....	1	36	17	19	(30)	....	....	....
617	Eaton School .....	Middleborough, Mass.	.....	1854	Amos I. Eaton .....	Non-sect.....	1	2	55	40	15	47	8	1 1 1
618	Admiral Sir Isaac Coffin's Lancasterian Academy.* .....	Nantucket, Mass.	.....	1827	E. B. Fox .....	Non-sect.....	1	3	80	40	40	50	30	0 0 1
619	Friends' Academy .....	New Bedford, Mass.	.....	1812	Andrew Ingraham .....	Non-sect.....	3	3	43	23	20	....	....	7 3 4
620	Consolidated High and Tudman Schools. ....	Newburyport, Mass.	.....	1838 (1761) 1843	Charles D. Seely .....	Non-sect.....	3	4	205	85	120	....	....	1 0
621	Mt. Hermon School for Boys * .....	Northfield, Mass.	.....	1883	E. A. Hubbard .....	Non-sect.....	1	7	60	60	....	60	0	0 0 0 0
622	Northfield Seminary * .....	Northfield, Mass.	.....	1880	Mrs. Evelyn S. Hall, B. A. ....	Non-sect.....	1	9	165	....	165	....	....	0 0 0
623	Savin Academy and Deyoso High School. ....	Shorborn, Mass.	.....	1871	Horace W. Rice .....	Non-sect.....	1	1	50	20	30	35	15	6

\* From Report of the Commissioner of Education for 1883-'84.

*a* Pupils for 1883-'84.

b Amended 1881.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
624 South Lancaster Academy.....	South Lancaster, Mass.....	1883	1882	Charles C. Ramsey, A. M.....	7th Day Adv.	5	9	108	48	60	106	2	0	.....	.....	.....	.....	.....	.....
625 "The Elms"—Family and Day School for Girls.	Springfield, Mass. (41 High street).	0	1865	Misses Charlotte W. Porter and Rena Champney.	Episcopal.	6	3	70	.....	70	50	12	46	3	.....	.....	.....	.....	.....
626 Waltham New Church School * ..	Waltham, Mass.....	.....	1860	Benjamin Worcester.....	New Ch. Univ.	2	4	62	30	32	.....	.....	.....	5	0	.....	.....	.....	.....
627 Home School * ..	Wellesley Hills, Mass.....	.....	1882	Miss Nellie F. Chesbro.....	Univ.	0	3	10	3	7	9	1	0	61	.....	.....	.....	.....	.....
628 Wesleyan Academy.....	Wilbraham, Mass.....	1824	1825	Rev. George M. Steele, D. D., LL. D.	M. E.....	8	5	315	200	115	156	47	44	10	10	4	.....	.....	.....
629 Glen Seminary * ..	Williamstown, Mass.....	.....	1876	Frances A. and Marcia P. Snyder.	Non-sect.	4	29	11	18	1	20	15	9	.....	.....	1	.....	.....	.....
630 Highland Military Academy.....	Worcester, Mass.....	.....	1856	Caleb B. Metcalf, A. M., sup't.	Non-sect.	6	.....	50	50	.....	50	4	6	.....	.....	.....	.....	.....	.....
631 Miss Williams' School.....	Worcester, Mass. (25 Chat-ham street).	0	1873	Miss Ava Williams.....	Non-sect.	2	5	25	0	25	20	25	0	0	0	0	.....	.....	.....
632 Raisin Valley Seminary.....	Adrian, Mich.....	.....	1851	William W. White, D. S.....	Friends.	2	2	115	56	59	88	7	20	3	6	7	0	.....	.....
633 Danish High School.....	Ashland, Mich.....	.....	1882	IL J. Pederson.....	Luther'n	3	1	34	20	14	.....	0	34	0	0	.....	.....	.....	.....
634 Detroit College.....	Detroit, Mich.....	1881	1877	Rev. James G. Walshe, S. J., president.	R. C.....	10	.....	228	228	.....	72	156	52	32	15	16	12	.....	.....
635 Detroit Female Seminary * ..	Detroit, Mich.....	0	1859	Marcus H. Martin, A. M.....	Non-sect.	9	14	461	40	421	273	25	50	3	.....	0	.....	.....	.....
636 German-American Seminary * ..	Detroit, Mich. (251-263 Lafayette street).	1861	1861	Johannes Moeller.....	Non-sect.	2	5	135	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
637 St. Joseph's School.....	Detroit, Mich.....	.....	1879	Rev. John F. Friedland.....	R. C.....	5	10	1040	510	530	1040	.....	.....	50	.....	.....	.....	.....	.....
638 St. Mary's Academy.....	East Saginaw, Mich.....	.....	1878	Sisters of Providence.....	R. C.....	.....	8	153	00	95	155	30	18	.....	.....	.....	.....	.....	.....
639 Ponton Seminary.....	Pontonville, Mich.....	1868	1864	Rev. H. W. Drayton, A. M.....	Baptist.	3	3	85	(85)	.....	.....	.....	.....	2	.....	.....	.....	.....	.....
640 The Misses Bacon School for Young Ladies and Children.	Grand Rapids, Mich.....	.....	1874	Misses Bacon.....	Non-sect.	1	2	45	.....	45	45	3	8	.....	.....	.....	.....	.....	.....

641	St. Mary's Academy	Monroe, Mich.	1845	Mother Mary Justina	R. C.	0	12	143	0	143	143	0	143	56
642	Onkaid School*	Owosso, Mich.	0	Dr. G. G. Wetsell	Non-sect	8	70	30	40	20	0	9	3	3
643	Springville School	St. Clair, Mich.	1860	Rev. A. H. Stilwell, A. B.	Non-sect	2	8	46	0	45	21	6	18	6
644	Spring Arbor Seminary	Spring Arbor, Mich.	1872	Rev. A. H. Stilwell, A. B., and Rev. C. P. Tiffany, A. B.	Fr. Meth	2	2	93	42	56	91	7	4	0
645	Excelsior Academy	Excelsior, Minn.	1865	Sister Mary Gertrude	R. C.	9	230	100	130	215	10	5		
646	Dedmon Academy and Parish School	Fairbault, Minn.	1865	Rev. James Dobbin, A. M., B. D.	P. E.	10	1	165	165	151	14	45	12	1
647	Shattuck School*	Fairbault, Minn.	1860	Rev. Max Wurst	R. C.	1	4	102	47	55				2
648	St. Joseph's School	Henderson, Minn.	1866	Sister M. C. Borrowmish, ss.	R. C.	3	3	50	50					0
649	St. Mary's School*	Hokah, Minn.	1868	de N. D.	R. C.	4	3	50	50					
650	Judson Female Institute	Minneapolis, Minn.	1879	Abby A. Judson	Baptist	2	7	105	11	94	105	0	24	
651	Minneapolis Academy	Minneapolis, Minn. (1313 4th street).	0	Eugene D. Holmes, B. A.	Non-sect	3	3	30	45	35	30	40	20	12
652	Holy Trinity School	New Ulm, Minn.	1872	Sisters of Christian Charity	R. C.	3	200	105	95					10
653	St. Olaf's School	Northfield, Minn.	1871	Rev. Thorbjorn Nilson Mohr	R. C.	4	1	82	64	18				
654	Minnesota Academy	Owatonna, Minn.	1877	Joshua L. Ingraham, A. M.	Lutheran	3	2	52	35	17	20	25	7	10
655	Red Wing Evangelical Lutheran Seminary and College	Red Wing, Minn.	1878	Prof. A. W. Weenus	Ev. Luth	5	119	119	101	75	50	80	40	0
656	Academy of Our Lady of Lourdes*	Rochester, Minn.	1878	Mother Alfred	R. C.	8	3	200	100	210	310			9
657	Rochester Seminary and Normal School*	Rochester, Minn.	1882	E. W. Young, A. B.	M. E.	3	3	200	100	100	145	3	40	3
658	Assumption School*	St. Paul, Minn.	0	John Reuz	R. C.	1	7	362	227	135	362	0	362	3
659	Baldwin School	St. Paul, Minn.	1881	Clinton J. Backus, A. B.	Presb.	2	6	59	21	38	26	8	25	3
660	German-American Institute	St. Paul, Minn.	1882	Mrs. C. Nolte	Non-sect	0	6	55	15	40				1
661	Gustavus Adolphus College	St. Peter, Minn.	1874	Rev. Matthias Wahlstrom	Ev. Luth	8	1	151	134	17	60	41	50	
662	Sank Center Academy of Industrial Instruction	Sank Center, Minn.	1876	D. J. Cogan	Non-sect	4	75	75		75	2	2	8	
663	Wesleyan Methodist Seminary*	Waseota, Minn.	1873	Edwin G. Peine, A. M.	Wes. M.	1	2	94	52	42	68	14	12	4
664	Minnesota Seminary and Institute	Willmar, Minn.	1882	Prof. A. M. Hoye	Luth.	(5)	116							
665	Methodist District High School	Black Hawk, Miss.	1873	J. Hyde Marshall	Meth.	1	3	94	42	52	82	12	3	1
666	Blue Mountain Male Academy	Blue Mountain, Miss.	0	W. M. Durlum	Non-sect	2	1	40	40	0	40	8	4	3
667	The Johnson Institute	Boonville, Miss.	1882	John W. Johnson, A. M.	Non-sect	2	3	104	98	96	194	95	25	
668	Brandon Female College	Brandon, Miss.	1815	Miss F. A. Johnson	Non-sect	2	4	70	70	11	8			
669	Brookhaven Male Academy*	Brookhaven, Miss.	1815	A. B. Chandler	Non-sect	1	1	45	45	45	15		5	1
670	Bybabe Institute*	Bybabe, Miss.	1880	A. M. Moore	Non-sect	1	4	140	69	81	123	15		
671	Carrollton Female College	Carrollton, Miss.	1880	D. McCorkle &	Non-sect	2	2	50	50	50	50	1	3	0
672	McHermion Female Seminary	Clinton, Miss.	1873	Miss Sarah A. Dickey	Non-sect	1	5	135	170	145	200	35	10	3
673	Corinth Graded and High School	Corinth, Miss.	1881	J. William Stokes, A. B., M. D.	Meth.	6	2	125	81	44				
674	Cooper Institute	Daleville, Miss.	1867	Rev. J. L. Cooper	M. E. So	(5)	130							
675	Gretna District High School & Gulf Coast College	Gretna, Miss.	0	Rev. Thomas J. Nowell	M. E. So	1	3	141	75	66	138	3		
676	Handborough, Miss.	Handborough, Miss.	1884	H. S. Lyatt, president	Non-sect	4	3	114	55	49	23	11	27	31
677	Harperville College	Harperville, Miss.	1881	C. A. Huddleston, A. M., president.	Non-sect	4	3	114	55	49	23	11	27	31
678	Holly Springs Normal Institute	Holly Springs, Miss.	1879	A. D. Chesterman	Non-sect	2	2	130	90	40	130	8		4
679	Mary Institute	Holly Springs, Miss.	1884	Miss Elizabeth D. Watson	Non-sect	1	4	62	11	51	17	3		

*a* Succeeded in June, 1885, by Pres't Jas. Donnelly.  
*c* Rechartered 1884.

*b* Preparing for medical school.  
*c* These statistics are for the year 1883-'84.

*a* At Hadley; removed to Springfield in 1881.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Jackson Collegiate Academy .....	Jackson, Miss .....	1883 .....	1883 .....	Rev. G. S. Rondebush, A. M., D. D. ....	Non-sect ..	4 .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
Kosciusko Male and Female In- stitute.*	Kosciusko, Miss .....	1878 .....	1875 .....	Rev. T. A. S. Adams .....	Meth ...	1 .....	2 .....	54 ..	18 ..	36 ..	40 ..	25 ..	11 ..	.....	.....	13 ..	4 ..			
Elgin's School .....	Kosuth, Miss .....	.....	1873 .....	C. P. Elgin .....	Non-sect ..	1 .....	3 .....	108 ..	50 ..	58 ..	93 ..	15 ..	0 ..	85 ..	56 ..	.....	.....			
Meridian Academy .....	Meridian, Miss .....	.....	1875 .....	J. H. Brooks .....	M. B. ....	1 .....	2 .....	143 ..	60 ..	83 ..	143 ..	.....	.....	.....	.....	.....	.....			
Cool Springs Academy* .....	Molino, Miss .....	.....	1882 .....	D. A. Hill .....	Presb. ...	1 .....	1 .....	90 ..	50 ..	40 ..	.....	4 ..	.....	.....	.....	.....	.....			
Okolona Female College .....	Okolona, Miss .....	1856 .....	1856 .....	J. A. Kimbrough, president ..	Baptist ..	1 .....	1 .....	136 ..	.....	136 ..	131 ..	6 ..	.....	.....	.....	.....	.....			
Pleasant Hill Masonic Male and Female Institute.*	Pleasant Hill, Miss .....	1867 .....	1867 .....	J. B. Williams .....	Non-sect ..	1 .....	5 .....	105 ..	60 ..	45 ..	85 ..	20 ..	.....	20 ..	.....	2 ..	1 ..			
Sardis Graded School* .....	Sardis, Miss .....	0 .....	at 1883 ..	J. A. Rainwater .....	Non-sect ..	2 .....	4 .....	265 ..	105 ..	100 ..	.....	.....	.....	.....	.....	.....	.....			
Sylvaena High School b .....	Sylvaena, Miss .....	.....	1884 .....	Rev. E. S. Robinson .....	Baptist ..	2 .....	2 .....	69 ..	(93) ..	.....	.....	.....	.....	.....	.....	.....	.....			
Greenwood Normal Institute* ..	Union, Miss .....	1884 .....	1878 .....	M. A. Westbrook, A. B., president ..	Non-sect ..	3 .....	1 .....	100 ..	60 ..	40 ..	20 ..	3 ..	.....	3 ..	2 ..	1 ..	.....			
Vaiden Male and Female Institute.	Vaiden, Miss .....	0 .....	1864 .....	Addison W. Lynch .....	Non-sect ..	1 .....	1 .....	101 ..	50 ..	51 ..	101 ..	20 ..	0 ..	4 ..	.....	.....	.....			
North Mississippi Female Col- lege.*	Verona, Miss .....	1870 .....	1870 .....	S. P. Rice .....	Non-sect ..	1 .....	3 .....	64 ..	14 ..	50 ..	64 ..	10 ..	.....	10 ..	.....	.....	.....			
Walthall Male and Female High School b	Walthall, Miss .....	.....	1884 .....	J. G. Westbrook, A. M. ....	Baptist ..	1 .....	.....	27 ..	12 ..	15 ..	27 ..	3 ..	.....	.....	.....	.....	.....			
Jefferson College .....	Washington, Miss .....	1802 .....	1811 .....	Joseph S. Raymond .....	Non-sect ..	3 .....	0 .....	40 ..	40 ..	0 ..	26 ..	14 ..	2 ..	10 ..	0 ..	0 ..	0 ..			
Beth Eden Collegiate Institute ..	Webster, Miss .....	1878 .....	1878 .....	G. W. W. Hanger .....	Luther'n ..	3 .....	2 .....	100 ..	40 ..	60 ..	.....	.....	.....	.....	.....	.....	.....			
Winona Female College .....	Winona, Miss .....	1869 .....	1880 .....	Milton E. Bacon, president ..	Baptist ..	1 .....	1 .....	125 ..	0 ..	125 ..	0 ..	0 ..	0 ..	0 ..	20 ..	0 ..	80 ..			
Watson Seminary .....	Ashley, Mo .....	1847 .....	1855 .....	J. D. Blanton, president ..	Non-sect ..	2 .....	4 .....	170 ..	80 ..	90 ..	.....	9 ..	.....	.....	.....	.....	.....			
Miller County Academy .....	Aurora Springs, Mo .....	.....	1884 .....	H. L. Moles, president .....	Baptist ..	2 .....	2 .....	80 ..	(80) ..	.....	80 ..	.....	25 ..	.....	.....	0 ..	0 ..			

		1881	1881	Rev. J. C. Keplart, A. M., president.	U. B. in (Christ.)	0	2	207	117	90	141	6	1	8	2	5
698	Avalon College*	.....	1881	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
699	Cooper Institute.	.....	1870	Boonville, Mo.	.....	1870	Anthony Haynes, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
700	The Komper Family School	.....	1884	Boonville, Mo.	.....	1884	T. A. Johnson, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
701	Bowling Green College	.....	1885	Bowling Green, Mo.	.....	1885	J. B. Swearingin	.....	.....	.....	.....	.....	.....	.....	.....	.....
702	Brashoar Academy	.....	1880	Brashoar, Mo.	.....	1880	J. S. Bailey, n. s., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
703	Brookfield Academy	.....	1880	Brookfield, Mo.	.....	1880	Rev. J. P. Finley, D. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....
704	St. Boniface School	.....	1873	Brunceton, Mo.	.....	1873	John Huslage	.....	.....	.....	.....	.....	.....	.....	.....	.....
705	Parrish Collegiate Institute	.....	1872	Brunceton, Mo.	.....	1872	James Donnelly, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
706	Lyon High School	.....	1884	Parker Hill, Mo.	.....	1884	J. P. Prowlance	.....	.....	.....	.....	.....	.....	.....	.....	.....
707	Butler Academy	.....	1877	Butler, Mo.	.....	1877	J. M. Naylor, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
708	Bellevue Collegiate Institute*	.....	1867	Caledonia, Mo.	.....	1867	W. D. Vandiver, n. s., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
709	Mrs. Tiernan's Select School	.....	1880	Cameron, Mo.	.....	1880	Mrs. S. B. Tiernan	.....	.....	.....	.....	.....	.....	.....	.....	.....
710	Gorman Lutheran School	.....	1850	Capo Girardon, Mo.	.....	1850	J. P. Lindewer	.....	.....	.....	.....	.....	.....	.....	.....	.....
711	Tennell's School	.....	1876	Central, Mo.	.....	1876	R. Winkler	.....	.....	.....	.....	.....	.....	.....	.....	.....
712	Hooper Institute	.....	1876	Charlsburg, Mo.	.....	1876	J. N. Hooper	.....	.....	.....	.....	.....	.....	.....	.....	.....
713	Clinton Academy	.....	1885	Clinton, Mo.	.....	1885	E. P. Lunkin, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
714	Pauline Holiness College	.....	1885	Clinton Mound, Mo.	.....	1885	Jeasper A. Smith, A. M., presi- dent.	.....	.....	.....	.....	.....	.....	.....	.....	.....
715	Knox Collegiate Institute	.....	0	Edina, Mo.	.....	1878	Rev. Arthur V. Francis	.....	.....	.....	.....	.....	.....	.....	.....	.....
716	St. Joseph's Academy	.....	1865	Edina, Mo.	.....	1865	Sister M. Harriot	.....	.....	.....	.....	.....	.....	.....	.....	.....
717	Carlton Institute*	.....	1859	Farmington, Mo.	.....	1859	Miss Eliza A. Carlton, A. M., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
718	Loretto Academy*	.....	1869	Florissant, Mo.	.....	1869	Sisters of Loretto	.....	.....	.....	.....	.....	.....	.....	.....	.....
719	English Concordia College	.....	1880	Gravelton, Mo.	.....	1880	Rev. E. M. Wagner, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
720	Ozark College	.....	1880	Greenfield, Mo.	.....	1880	Rev. Thomas Toney, A. M., M. D., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
721	Hannibal City College	.....	1884	Hannibal, Mo.	.....	1884	L. W. Walsh	.....	.....	.....	.....	.....	.....	.....	.....	.....
722	Henderson Academy	.....	0	Henderson, Mo.	.....	1879	J. H. Magill	.....	.....	.....	.....	.....	.....	.....	.....	.....
723	Houston Institute	.....	1884	Houston, Mo.	.....	1872	C. W. White	.....	.....	.....	.....	.....	.....	.....	.....	.....
724	Humphreys College and Business Institute.	.....	.....	Humphreys, Mo.	.....	1884	G. A. Smith, A. M., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
725	Kansas City Ladies' College	.....	.....	Independence, Mo.	.....	1881	Rev. James M. Chaney, D. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....
726	Deutsche Veritas Schule	.....	1865	Kansas City, Mo. (1001 McGee street).	.....	1860	Bernhard F. Schubert	.....	.....	.....	.....	.....	.....	.....	.....	.....
727	Kidder Institute.	.....	1884	Kidder, Mo.	.....	1884	G. S. Ramsay, A. B.	.....	.....	.....	.....	.....	.....	.....	.....	.....
728	Kirkwood Seminary*	.....	1863	Kirkwood, Mo.	.....	1863	Mrs. Anna Sneed Cairns	.....	.....	.....	.....	.....	.....	.....	.....	.....
729	Western Academy	.....	1880	La Bello, Mo.	.....	1880	W. B. Anderson, A. B., M. S.	.....	.....	.....	.....	.....	.....	.....	.....	.....
730	Westworth Male Academy	.....	1881	Lexington, Mo.	.....	1880	Sandford Sellers, M. A.	.....	.....	.....	.....	.....	.....	.....	.....	.....
731	McGuire College	.....	1881	Louisiana, Mo.	.....	1880	A. Slaughter, president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
732	St. James Military Academy	.....	1880	Macon, Mo.	.....	1875	Rev. Ethelbert Talbot, A. M., rector.	.....	.....	.....	.....	.....	.....	.....	.....	.....
733	Mayfield Smith Academy	.....	0	Marble Hill, Mo.	.....	1884	D. W. Graves, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
734	Marionville Collegiate Institute	.....	1872	Marionville, Mo.	.....	1872	S. C. Leavelle, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
735	Institute of Sacred Heart	.....	1846	Maryville, Mo. (Meramec street).	.....	1827	Madame M. O'Meara	.....	.....	.....	.....	.....	.....	.....	.....	.....
736	Noosho Collegiate Institute*	.....	1881	Noosho, Mo.	.....	1880	Rev. W. C. Montgomery	.....	.....	.....	.....	.....	.....	.....	.....	.....
737	Oaklawn College	.....	.....	Novato, Mo.	.....	1876	W. N. Doyle, A. M., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1883-'84.

a This school is the successor of Sardin Male Institute, which was organized in 1855.

b These statistics are for the year 1883-'84.

c As Edina Seminary.





758	School of the Good Shepherd	St. Louis, Mo. (2029 Park avenue)	1867	1874	Sister Catharine, superior- dent.	P. E.	3	10	105	105	48	
759	Salom High School.	Salom, Mo.	0	1872	H. C. Long.	Non-sect	2	4	450	220	230	4
760	Shelbina Collegiate Institute	Shelbina, Mo.	1876	1877	A. Wood Terrill, A. M., pros- dent.	Non-sect	2	3				1
761	Immanuel's School	Washington, Mo.		1862	Rev. A. G. Grimm.	Ev. Luth.	1		74	34	40	
762	Thio Blake School	Beatrice, Nebr.	0	1881	Henry N. Blake.		1	1	26	60	66	2
763	Bellevue College.	Bellevue, Nebr.		1883	Rev. W. S. Hampton.	Presb.		2	105	47	58	1
764	Franklin Academy*	Franklin, Nebr.	1881	1883	Reuben B. McVeigh, A. M., acting principal.	Cong.	4	2	305	47	58	20
765	Nebraska Baptist Seminary	Gibson, Nebr.	1880	1880		Epist.	2	3	68	27	41	3
766	Hastings College	Hastings, Nebr.	1882	1882	Rev. W. F. Ringland, M. A., president.	Presb.	7	4	158	50	108	6
767	St. Claire Hall.	Lincoln, Nebr.	0	1882	Miss Claire F. Link.		1	3	82	35	47	8
768	Gates College.	Norfolk, Nebr.	1881	1881	George A. Gregory, A. B.	Cong.	1	2	98	47	66	9
769	Oakdale Seminary	Oakdale, Nebr.	1881	1882	Rev. Harvey Wilson.	Presb.	1	0	28	15	23	1
770	Brownell Hall *	Omaha, Nebr.	1867	1863	Rev. Robert Dobrowsky, M. A.	P. E.	2	0	98	98	21	23
771	St. Catherine's Academy *	Omaha, Nebr.	0	1877	Sister Mary Gertrude.	P. E.	0	6	56	6	50	0
772	Silver Ridge Seminary	Silver Ridge, Nebr.	0	1878	Rev. Walter H. Clark, A. M.	Presb.	1	2	24	12	24	0
773	Latimer Academy.	Wahoo, Nebr.	1883	1883	Rev. Martin Noyd.	Ev. Luth.	4	2	52	39	13	45
774	Prairie Academy	Atkinson, N. H.	1874	1874	Horbert B. Dow, A. M.	Unit.	2	2	63	35	28	7
775	Atkinson Academy	Atkinson, N. H.	1791	1789	Harlett H. Weston, A. M.	Non-sect	1	1				2
776	Candia Village High School.	Candia Village, N. H.	0	1878	I. C. Nilloy.	P. W. B.	1	1	50	(50)		1
777	Beato Academic and Normal In- stitute.	Center Sandwich, N. H.	0	1839	Mrs. Abbie E. K. Beedo	Non-sect	1	3	70	30	40	70
778	Chester Academy*	Chester, N. H.	1854	1853	Miss L. A. Hartman.	Non-sect		1	35	22	13	5
779	Stevens High School.	Claremont, N. H.		1868	Leonard S. Hastings.	Non-sect		1	3	92	43	49
780	Colebrook Academy*	Colebrook, N. H.	1846	1848	T. Morrill Edmunds.	Non-sect	1	1	70	30	40	63
781	Deering Academy.	Deering Center, N. H.		1863	Mary E. Whittemore.	Non-sect		1	8	5	3	8
782	Pinkerton Academy.	Derry, N. H.	1814	1815	Edmund R. Angell, A. M.	Cong.	1	1	81	33	48	61
783	Franklin Academy.	Dover, N. H.	1818	1818	John Scales, A. M.		1	2	70	30	50	20
784	Conant High School*	East Jaffrey, N. H.	1868	1869	A. S. Amis.		1	2	70	30	50	20
785	Watson Academy	East Jaffrey, N. H.		(6)	Bellsworth Johnson.	Cong.		1	50	24	26	
786	Francis Academy	Fringes, N. H.	1810	1800	B. S. Ward, A. M.	Non-sect	1	2	85	40	45	50
787	Truacown Academy	Francesdown, N. H.	1794	1767	Samuel W. Robertson, A. B.	Non-sect	1	1	53	31	22	41
788	The Hollerness School for Boys.	Gilmanston, N. H.	1794	1767	Rev. Frederick M. Gray.	P. E.	5	1	64	64		26
789	Kingston Academy.	Hollerness, N. H. (P. O., Plymouth)	1878	1879	Charles Burr Towle.	Non-sect	1	1	43	22	21	29
790	Marlow Academy.	Kingston, N. H.	1824	1825	Abrian Mitchell.	Non-sect	1	1	35	16	10	35
791	New Hampton Literary and Bib- lical Institute.	Marlow, N. H.	0	1850	Rev. Alwood B. Meservey, A. M., ph. D.	P. W. B.	6	4	200	150	50	170
792	Goo's Northwood Academy *	New Hampton, N. H.	1853	1853	Ira W. Holt.		2		49	32	17	
793	Northwood Academy	Northwood, N. H.	1806	1866	J. H. Hefichins, A. M.	Fr. Lapt	1	1	57	31	25	46
794	Northwood Seminary *	Northwood Ridge, N. H.	1866	1867	E. M. Weld, A. M.		2	4	74	36	38	60
795	Oxford Academy and Boarding School.	Oxford, N. H.	1852	1852	Isaac Walker, A. M.	Cong.	1	1	82	44	38	60
796	Pembroke Academy.	Pembroke, N. H.	1818	1819	Miss Abella C. Morgan.	Non-sect	1	6	32	0	22	4
797	Ladies.*	Portsmouth, N. H.	1874	1874					32	0	32	0

8 To be opened September, 1883.  
e These statistics are for the year 1883-'84.

\* From Report of the Commissioner of Education for 1883-'84.  
a Chartered in 1880, and organized in 1881 under its present management.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.
707 Smith's Academy and Commercial College,*	Portsmouth, N. H.	.....	1873	Lewis E. Smith	.....	3	1
708 Raymond High School .....	Raymond, N. H.	.....	1867	John T. Bartlett	Non-sect	2	1
709 McGaw Normal Institute .....	Reed's Ferry, N. H.	0	1849	Tillot Whipple, M. A.	Non-sect	1	2
800 Dearborn Academy*	Seabrook, N. H.	.....	1853	Marcia W. Sanborn	Cong..	0	1
801 Barnard Academy*	South Hampton, N. H.	.....	1834	Miss Ella A. Everett	Non-sect	1	22
802 New Hampshire Conference Seminary and Female College.	Tilton, N. H.	.....	1852	Rev. Daniel C. Knowles, A. M.	M. E....	5	110
803 Simonds Free High School .....	Warner, N. H.	.....	1871	Henry S. Roberts, A. M.	Non-sect	1	1
804 Tubbs' Union Academy *	Washington, N. H.	.....	1848	Frank P. Newman	Non-sect	2	1
805 Whitefield Select-School for Young Ladies.	Whitfield, N. H.	0	1853	Miss Alice Stebbins	Non-sect	2	28
806 Hono School .....	Ancora, N. J.	.....	1880	J. Madison Allen	Spiritualist	1	1
807 Belvidere Seminary .....	Belvidere, N. J.	.....	1867	Rachel Gibbons Hunt.	P. E....	2	3
808 Thirty Hall .....	Bloomfield, N. J.	.....	1869	Rev. Charles E. Knox, D. D., president.	Presb...	5	18
809 Gymnasium, or Academic Department, of the German Theological School of Newark, N. J.	Bordentown, N. J.	0	1881	Rev. T. H. Landon, M. A.	Non-sect	4	1
810 Bordentown Military Institute .....	Bordentown, N. J.	.....	1873	Sister M. Genevieve R. C.	R. C....	2	35
811 St. Joseph's Academy .....	Bridgeton, N. J.	.....	1861	Rev. Henry Reeves, A. M., Ph. D.	Non-sect	3	5
812 Ivy Hall Seminary .....	Bridgeton, N. J.	.....	1870	Henry K. Trask, LL. D., Sister M. Angelica, support- or.	Baptist - R. C....	5	153
813 South Jersey Institute .....	Bridgeton, N. J.	.....	1868	Henry K. Trask, LL. D., Sister M. Angelica, support- or.	Baptist - R. C....	5	153
814 Mt. St. Dominic's Academy .....	Caldwell, N. J.	.....	.....	.....	.....	.....	.....

815	Westfield Friends' School*	Cinnaminson, N. J.	0	1800	Miss Helen Marshall	Friends	0	2	45	.....	6	5	6	.....	2	6
816	Brainerd Institute	Cranbury, N. J.	1865	1865	Edward Wieso, A. M., presi- dent.	Non-sect	3	2	60	25	35	50	10	3	2	3
817	The Elizabeth Institute*	Elizabeth, N. J. (521 North Broad street).	1861	1861	Misses N. C. Read and S. N. Higgins.	Presb...	1	7	60	20	40	60	12	5	.....	.....
818	Jefferson Park Academy	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1872	James H. Lansley, Ph.D.	Non-sect	4	2	121	80	41	.....	.....	.....	3	3
819	Institute of the Holy Angels*	Fort Lee, N. J.	0	1879	Sister M. Nonna, superioress	R. C	.....	6	.....	.....	35	.....	.....	.....	.....	.....
820	Freehold Institute.	Freehold, N. J.	0	1844	Rev. A. G. Chambers, A. M., president.	Presb...	6	0	70	70	0	23	37	10	7	4
821	Centenary Collegiate Institute....	Hackensack, N. J.	1869	1874	Rev. George H. Whitney, D. D., president.	M. E....	8	6	236	130	106	60	116	85	33	50
822	St. John's Military Academy*	Haddonfield, N. J.	.....	1865	Rev. William M. Reilly, B. D., rector.	P. E....	6	1	68	68	.....	68	10	29	10	4
823	The Home Seminary*	Hightstown, N. J.	0	1864	Rev. W. M. Wells, A. M.	Presb...	1	3	33	15	23	37	8	2	0	0
824	Academy of the Sacred Heart*	Hoboken, N. J.	1876	1875	Sister Teresa Vincent	R. C	3	8	100	25	75	100	.....	90	0	4
825	German-American School	Hoboken, N. J. (106 Bloom- field street).	.....	1871	John A. von Duisburg	Ev. Luth	2	1	90	60	30	72	.....	90	.....	.....
826	German-American School and Classical Academy in the Mar- tha Institute, a	Hoboken, N. J. (cor. 6th street and Park avenue).	.....	1871	Rev. Dr. Carl F. A. Klein, Ph. D.	Ref'm'd.	2	3	100	40	60	100	3	100	2	1
827	Hoboken Academy	Hoboken, N. J.	1860	1861	Joseph Schrenk	.....	12	5	475	290	185	475	.....	475	.....	4
828	Hopewell Seminary	Hopewell, N. J.	0	1866	Miss Elizabeth H. Boggs	Non-sect	2	4	8	32	40	0	10	0	0	0
829	Hawesack Institute	Jersey City, N. J. (109 Grand street).	.....	1856	Charles C. Stimts	Non-sect	10	4	240	158	82	100	50	60	40	3
830	St. Dominic's Boarding Academy.	Jersey City, N. J.	1882	1872	Sister Mary Catherine, su- perior.	R. C	.....	10	165	.....	165	.....	.....	.....	.....	.....
831	St. Peter's College	Jersey City, N. J.	.....	1878	Rev. John McQuaid, S. J.	R. C	12	127	.....	127	.....	.....	.....	.....	.....	.....
832	The Misses Wrecks' Boarding and Day School for Young La- dies and Children.*	Jersey City, N. J. (134 Mercer street).	.....	1867	Miss Eleanor M. Wrecks	Non-sect	.....	7	40	10	30	40	20	40	.....	.....
833	Glenwood Institute	Matawan, N. J.	1855	1855	J. Calvin Rice, A. B.	Non-sect	2	3	65	40	25	55	0	10	0	1
834	Moorestown Academy	Moorestown, N. J.	.....	1878	Ruth Anna Forsythe	Friends	2	2	85	40	45	.....	.....	.....	.....	2
835	Morris Academy	Morristown, N. J.	.....	1793	Charles D. Platt, A. M.	Non-sect	3	2	40	40	25	15	6	15	4	1
836	Morristown Seminary	Morristown, N. J.	.....	1860	E. Elizabeth Dona	Non-sect	3	4	95	.....	95	93	28	50	.....	0
837	St. Hilda's School	Morristown, N. J.	.....	1879	Sisters of St. John Baptist	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
838	Bacon Street German-American School.	Newark, N. J. (10 Beacon street).	1858	1858	Arnold Voegt	Non-sect	2	6	300	140	160	300	.....	300	.....	.....
839	First German and English Pres- byterian School.	Newark, N. J. (35 Morton street).	1860	1860	Rev. John U. Guenlher	Presb...	3	2	330	200	130	300	0	360	0	0
840	German-American Elementary and High Grammar School.	Newark, N. J. (19 Green street).	1856	1856	Hermann von der Heide	Non-sect	3	7	265	150	115	265	.....	265	.....	.....
841	Twelfth Ward German-English School.	Newark, N. J.	1858	1858	George Haecius	Non-sect	1	2	170	80	90	.....	.....	.....	.....	.....
842	Newton Collegiate Institute	Newton, N. J.	1852	1848	Joel Wilson	Non-sect	3	4	96	64	32	86	10	25	8	2
843	Park Heights Seminary	Ocean Grove, N. J.	.....	1862	Miss Emily A. Rice	Non-sect	.....	5	35	.....	35	35	3	20	3	1
844	Paterson Seminary.....	Paterson, N. J. (corner Van Houton and Au- burn streets).	.....	1863	Albert B. Wiggin, A. M.	Non-sect	1	3	60	45	15	50	10	10	4	1

a These statistics are for the year 1883-'84.

\*From Report of the Commissioner of Education for 1883-'84.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
845 Pennington Institute* .....	Pennington, N. J. ....	0	1884	Rev. A. P. Lasher .....	Non-sect	1	1	...	...	0	0	0	0	0	0	0	0	...	...
846 Academy of Science and Art .....	Ringoes, N. J. ....	0	1876	Cornelius W. Larison, M. D. ....	Non-sect	1	3	20	12	8	...	...	...	1	...	...	...	...	...
847 Phillips' School .....	Salem, N. J. (274 E. Broadway) .....	...	1885	Henry L. Phillips .....	...	1	15	...	...	...	...	...	...	...	...	...	...	...	...
848 "The Heights" Academy a .....	Short Hills, N. J. ....	...	1880	Mrs. G. H. Rose .....	...	1	24	11	13	24	...	...	...	...	...	...	...	...	...
849 Somerville Seminary .....	Somerville, N. J. ....	...	1884	Miss Emma L. Parsons and Miss Laura H. Le Fevre. ....	...	1	5	35	0	35	30	3	3	...	...	...	...	...	...
850 South Orange Academy .....	South Orange, N. J. ....	1872	1873	Miss Isabella S. Brown .....	Non-sect	5	5	51	21	30	51	8	27	...	...	...	...	...	...
851 The Summit Military Academy .....	Summit, N. J. ....	...	1882	Alfred Nowell Fuller, A. B. ....	Non-sect	2	24	24	3	5	21	22	...	...	...	...	...	...	...
852 Woodstown Academy .....	Woodstown, N. J. ....	...	1884	Augustus C. Norris, A. M. ....	Friends	1	3	96	50	46	90	3	...	1	1	1	1	...	...
853 Adams Collegiate Institute .....	Adams, N. Y. ....	1883	1864	Orlo B. Rhodes, A. M. ....	...	3	4	119	48	71	102	17	15	6	3	3	...	...	...
854 Albany Academy .....	Albany, N. Y. ....	1813	1815	James M. Cassedy, A. M., R. D. ....	Non-sect	10	4	295	295	0	194	101	50	...	...	13	...	...	...
855 Albany Female Academy .....	Albany, N. Y. ....	1821	1814	Lucy A. Plympton .....	Presb.	2	13	102	6	186	...	...	...	...	2	3	...	...	...
856 St. Elizabeth's Academy .....	Allegany, N. Y. ....	...	1834	Mother M. Celso .....	R. C.	3	6	103	103	103	163	10	...	...	...	...	...	...	...
857 Amenia Seminary .....	Amenia, N. Y. ....	1834	1835	George D. Bartlett .....	Non-sect	3	6	77	50	27	25	18	6	8	1	1	0	...	...
858 Amsterdam Academy and Ladies Seminary .....	Amsterdam, N. Y. ....	1839	1839	George H. Ottaway, A. M. ....	Presb.	2	4	65	50	15	65	5	12	0	0	0	0	...	...
859 Ives Seminary* .....	Antwerp, N. Y. ....	1856	1853	Rev. Charles E. Hawkins, A. M. ....	M. E.	4	4	259	138	121	210	27	22	24	22	7	3	...	...
860 Argyle Academy .....	Argyle, N. Y. ....	1841	1841	Edward C. Wiley .....	...	1	1	94	51	43	86	8	4	1	0	0	0	...	...
861 Cayuga Lake Military Academy* .....	Aurora, N. Y. ....	1801	1798	Maj. William A. Flint .....	Non-sect	7	80	80	...	...	36	28	15	16	4	3	6	...	...
862 Park Place School for Young Ladies .....	Batavia, N. Y. ....	...	1884	Mrs. Ellen K. Hooker .....	Non-sect	7	56	2	54	40	6	14	6	...	...	...	...	...	...
863 Bedford Academy .....	Bedford, N. Y. ....	1809	1809	Wilfred L. Miller .....	Non-sect	1	1	30	18	12	25	4	1	2	2	0	6	...	...

1864	Union Academy of Belleville	Belleville, N. Y.	1824	1822	Henry A. Gaylord, A. B.	Non-sect	3	2	100	62	38	75	15	10	3	1
1855	Brightampton Institute	Brightampton, N. Y.	1875	1875	Lillian Craig Randall.	P. E.	1	4	25	15	20	19	17	2	4	5
1866	Brightampton Literary and Commercial Institute.*	Brightampton, N. Y.	1875	1860	Lewis W. Hallock, A. B.	Non-sect	2	3	42	20	12	34	6	2	3	0
1867	Adelphi Academy*.	Brooklyn, N. Y. (La Fayette avenue).	1869	1869	Albert C. Perkins, A. M., Ph. D.	Non-sect	19	19	331	527	404	651	111	42	35	68
1868	Christiansen Institute	Brooklyn, N. Y. (423 Sixth avenue).	.....	1872	Mrs. E. C. Stackner	Non-sect	4	60	(50)	60	60	60	60	60	60	60
1869	College Grammar School*.	Brooklyn, N. Y. (41 Court street).	0	1849	Rev. Levi Wells Hart.	Non-sect	2	0	20	20	20	20	20	4	4	4
1870	English, German, and French School for Young Ladies and Children.	Brooklyn, N. Y. (154 Montague street).	.....	1876	Mrs. R. Goodwin.	Non-sect	2	8	90	10	80	70	10	90	90	90
1871	Female Institute of the Visitation.	Brooklyn, N. Y. (209 Clinton avenue).	1863	1835	Sisters of the Visitation	R. C.	.....	.....	150	150	150	150	150	150	150	150
1872	French-American School	Brooklyn, N. Y. (153 Schermerhorn street).	.....	1865	Rev. William A. Stamm, A. M., and Mrs. J. M. Stamm.	Non-sect	2	5	93	49	49	41	4	98	2	3
1873	Friends' School	Brooklyn, N. Y. (110 Schermerhorn street).	.....	1866	Susan B. Poekhan.	Friends.	(6)	.....	.....	.....	.....	.....	.....	.....	.....	.....
1874	Prospect Park Collegiate School for Young Ladies.	Brooklyn, N. Y. (185 Lincoln place).	.....	1883	Rev. Alfred C. Roo.	Prosb.	1	5	32	32	14	8	10	2	2	2
1875	Prospect Park Institute	Brooklyn, N. Y. (110 Prospect place).	.....	1883	Richard D. Dodge, C. E.	.....	3	25	25	25	25	25	25	17	17	17
1876	Heathcote School	Buffalo, N. Y.	0	1865	Lester Wheeler, A. M.	P. E.	2	3	48	48	0	20	18	4	5	3
1877	The Hoffman School* (ware arene).	Buffalo, N. Y. (623 Delaware avenue).	.....	1874	Mrs. Alice M. Hoffman.	Non-sect	1	7	75	23	52	75	4	70	3	0
1878	Holy Angels' Academy	Buffalo, N. Y.	1864	1861	Sister Mary Angela.	R. C.	8	243	243	243	0	243	0	243	0	243
1879	St. Joseph's College	Buffalo, N. Y.	.....	1861	Rev. Bro. Anthony.	R. C.	11	0	225	225	0	225	0	225	0	225
1880	Fort Hill School	Candauga, N. Y. (Fort Hill).	0	1884	Rev. James Hattreick Lee, headmaster.	P. E.	3	1	30	30	0	8	18	16	9	3
1881	Canisteo Academy	Canisteo, N. Y.	1870	1871	David M. Estey, A. M.	Non-sect	1	5	189	92	97	22	5	15	2	6
1882	Drew Seminary and Female College.	Carmel, N. Y.	1866	1866	George Crosby Smith, A. M., president.	M. E.	3	4	55	55	20	7	22	7	22	7
1883	Chappaqua Mountain Institute*.	Chappaqua, N. Y.	1870	1870	S. C. Collins, A. A.	Friends.	4	2	82	63	19	19	19	19	19	19
1884	Cherry Valley Academy*.	Cherry Valley, N. Y.	1857	1857	H. H. Sargant.	Non-sect	1	1	68	30	38	10	10	10	10	10
1885	Cincinnati Academy	Cincinnati, N. Y.	1860	1869	Myron E. Garner, A. M., M. D.	Non-sect	1	1	61	44	47	84	7	7	7	7
1886	Parker Union School	Gloucester, N. Y.	1860	1869	E. A. Parks.	Non-sect	1	2	150	60	90	150	0	0	0	0
1887	Clifton Springs Seminary	Clifton Springs, N. Y.	1868	1868	Miss C. E. Hahn.	P. E.	2	4	30	30	30	30	6	10	10	10
1888	Clifton Springs Seminary	Clifton Springs, N. Y.	0	1876	Rev. George Loomis, D. D.	Non-sect	2	9	73	73	73	73	73	73	73	73
1889	Postor School*.	Clinon, N. Y.	1815	1815	Rev. Isaac O. Post, A. M.	Prosb.	3	3	117	117	60	57	50	5	8	8
1890	Clinton Grammar School.	Clinon, N. Y.	1881	1861	A. G. Benedict, A. M.	Non-sect	3	6	106	106	106	40	15	2	2	2
1891	Houghton Seminary	Colebrook, N. Y.	1880	1870	Fordward Martens, secretary.	Non-sect	3	2	165	133	32	32	32	32	32	32
1892	Evening Classes of the Poppon-Huson Association.	College Point, N. Y.	.....	1868	Oren Cobb, A. M.	Non-sect	4	1	3	3	3	3	3	3	3	3
1893	Cornwall Heights School	Cornwall-on-the-Hudson, N. Y.	.....	1863	Oren Cobb, A. M.	Non-sect	4	1	30	28	2	22	6	8	6	1
1894	Delaware Academy	Dell, N. Y.	1819	1819	James O. Griffin	Non-sect	3	4	197	192	95	130	52	15	28	12
1895	Dundee Preparatory School*.	Dundee, N. Y.	1882	1879	John Kline, A. M.	Cong.	2	2	155	83	72	135	13	7	5	0
1896	Marshall Seminary	Easton, N. Y.	1851	1860	John Anthony	Non-sect	1	3	60	25	35	55	3	3	1	0
1897	Starck Seminary	Eddytown, N. Y.	1848	1842	W. J. Reynolds	Christn.	5	3	61	31	30	10	7	4	3	0

\* From Report of the Commissioner of Education for 1882-'84.  
 † Owing to illness of principal the higher classes in this school were abandoned; they will be resumed in September, 1885.  
 ‡ Rechartered in 1881.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
897 Munro Collegiate Institute .....	Elbridge, N. Y. ....	1839 .....	1839 .....	Truman K. Wright, Ph. D. ....	Non-sect .....	3	4	76	41	35	...	17	12	6	2	3	...		
898 Fairfield Seminary .....	Fairfield, N. Y. ....	1803 .....	1803 .....	Isaac Bots, M. D. ....	Non-sect .....	4	2	31	18	13	30	1	2	0	1	0	0		
899 Mt. Beacon Academy .....	Fishkill-on-the-Hudson, N. Y. ....	1855 .....	1855 .....	J. Fred Smith, A. M. ....	Non-sect .....	2	6	67	43	24	...	11	...	4	...	...	...		
900 Erasmus Hall Academy .....	Flatbush, N. Y. ....	1787 .....	1787 .....	Rev. Robert G. Strong .....	Non-sect .....	4	8	93	44	49	93	12	6	6	1	...	1		
901 S. S. Seward Institute .....	Florida, N. Y. ....	1846 .....	1843 .....	Mrs. M. S. Parks .....	Non-sect .....	0	2	13	6	7	13	0	0	0	0	0	0		
902 Flushing Institute .....	Flushing, N. Y. ....	.....	.....	E. A. Fairchild, A. M. ....	Non-sect .....	6	79	79	0	79	24	40	10	3	...	...	...		
903 St. Joseph's Academy .....	Flushing, N. Y. ....	.....	.....	Rev. John McKenna, chaplain. ....	R. C. ....	130	...	130	130	...	...	...	...	...	...	...	...		
904 Delaware Literary Institute .....	Franklin, N. Y. ....	1835 .....	1836 .....	Charles H. Verrill, A. M., Ph. D. ....	Non-sect .....	4	3	200	102	98	160	40	20	15	4	1	...		
905 Ten-Broeck Free Academy .....	Franklinville, N. Y. ....	1862 .....	1867 .....	T. F. Chapin, A. M. ....	Non-sect .....	2	3	65	65	...	...	17	3	3	2	...	...		
906 Friendship Academy* .....	Friendship, N. Y. ....	1849 .....	1849 .....	Prosper Miller, A. M. ....	Non-sect .....	1	3	285	140	145	150	25	10	3	...	4	...		
907 St. Mary's (Cathedral) School .....	Garden City, N. Y. ....	1877 .....	1877 .....	Miss H. Carroll Bates .....	P. E. ....	4	4	43	43	43	43	10	23	...	...	...	...		
908 St. Paul's (Cathedral) School .....	Garden City, N. Y. ....	1857 .....	1877 .....	Rev. William B. Frisby, S. T. R., headmaster. ....	P. E. ....	10	...	53	53	...	30	23	30	18	7	4	5		
909 Gilbertsville Academy and Collegiate Institute .....	Gilbertsville, N. Y. ....	1840 .....	1839 .....	Rev. Abel Wood, A. M. ....	Non-sect .....	1	3	91	47	44	82	9	0	9	0	1	...		
910 Elmwood Commercial and Select School .....	Glens Falls, N. Y. ....	.....	.....	James N. Whipple .....	Non-sect .....	2	2	141	83	58	...	...	...	...	...	...	...		
911 Glens Falls Academy* .....	Glens Falls, N. Y. ....	1841 .....	1841 .....	Daniel C. Farr, A. M. ....	Non-sect .....	3	6	200	90	110	120	50	30	50	...	...	...		
912 Gouverneur Wesleyan Seminary .....	Gouverneur, N. Y. ....	1826 .....	1829 .....	Martin Russell Sackett, A. M. ....	Non-sect .....	4	2	207	101	106	173	24	8	2	1	2	...		
913 Greenville Academy .....	Greenville, N. Y. ....	1816 .....	1816 .....	Rev. W. F. Albrecht .....	Non-sect .....	2	1	120	54	66	115	5	...	...	...	...	...		
914 Hartwick Seminary .....	Hartwick Seminary, N. Y. ....	1815 .....	1815 .....	Rev. James Pitcher, A. M. ....	Luther'n .....	2	2	103	73	30	52	41	...	7	...	...	...		
915 Mountain Institute .....	Haverstraw, N. Y. ....	0 .....	1852 .....	Lavalette Wilson, A. M. ....	Non-sect .....	1	1	35	35	...	30	6	4	...	0	0	0		



	1837	1848	1857	1867	1875	1883	1885	1887	1889	1891	1893	1895	1897	1899	1901	1903	1905	1907	1909	1911	1913	1915	1917	1919	1921	1923	1925	1927	1929	1931	1933	1935	1937	1939	1941	1943	1945	1947	1949	1951	1953	1955	1957	1959	1961	1963	1965	1967	1969	1971	1973	1975	1977	1979	1981	1983	1985	1987	1989	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	2027	2029	2031	2033	2035	2037	2039	2041	2043	2045	2047	2049	2051	2053	2055	2057	2059	2061	2063	2065	2067	2069	2071	2073	2075	2077	2079	2081	2083	2085	2087	2089	2091	2093	2095	2097	2099	2101	2103	2105	2107	2109	2111	2113	2115	2117	2119	2121	2123	2125	2127	2129	2131	2133	2135	2137	2139	2141	2143	2145	2147	2149	2151	2153	2155	2157	2159	2161	2163	2165	2167	2169	2171	2173	2175	2177	2179	2181	2183	2185	2187	2189	2191	2193	2195	2197	2199	2201	2203	2205	2207	2209	2211	2213	2215	2217	2219	2221	2223	2225	2227	2229	2231	2233	2235	2237	2239	2241	2243	2245	2247	2249	2251	2253	2255	2257	2259	2261	2263	2265	2267	2269	2271	2273	2275	2277	2279	2281	2283	2285	2287	2289	2291	2293	2295	2297	2299	2301	2303	2305	2307	2309	2311	2313	2315	2317	2319	2321	2323	2325	2327	2329	2331	2333	2335	2337	2339	2341	2343	2345	2347	2349	2351	2353	2355	2357	2359	2361	2363	2365	2367	2369	2371	2373	2375	2377	2379	2381	2383	2385	2387	2389	2391	2393	2395	2397	2399	2401	2403	2405	2407	2409	2411	2413	2415	2417	2419	2421	2423	2425	2427	2429	2431	2433	2435	2437	2439	2441	2443	2445	2447	2449	2451	2453	2455	2457	2459	2461	2463	2465	2467	2469	2471	2473	2475	2477	2479	2481	2483	2485	2487	2489	2491	2493	2495	2497	2499	2501	2503	2505	2507	2509	2511	2513	2515	2517	2519	2521	2523	2525	2527	2529	2531	2533	2535	2537	2539	2541	2543	2545	2547	2549	2551	2553	2555	2557	2559	2561	2563	2565	2567	2569	2571	2573	2575	2577	2579	2581	2583	2585	2587	2589	2591	2593	2595	2597	2599	2601	2603	2605	2607	2609	2611	2613	2615	2617	2619	2621	2623	2625	2627	2629	2631	2633	2635	2637	2639	2641	2643	2645	2647	2649	2651	2653	2655	2657	2659	2661	2663	2665	2667	2669	2671	2673	2675	2677	2679	2681	2683	2685	2687	2689	2691	2693	2695	2697	2699	2701	2703	2705	2707	2709	2711	2713	2715	2717	2719	2721	2723	2725	2727	2729	2731	2733	2735	2737	2739	2741	2743	2745	2747	2749	2751	2753	2755	2757	2759	2761	2763	2765	2767	2769	2771	2773	2775	2777	2779	2781	2783	2785	2787	2789	2791	2793	2795	2797	2799	2801	2803	2805	2807	2809	2811	2813	2815	2817	2819	2821	2823	2825	2827	2829	2831	2833	2835	2837	2839	2841	2843	2845	2847	2849	2851	2853	2855	2857	2859	2861	2863	2865	2867	2869	2871	2873	2875	2877	2879	2881	2883	2885	2887	2889	2891	2893	2895	2897	2899	2901	2903	2905	2907	2909	2911	2913	2915	2917	2919	2921	2923	2925	2927	2929	2931	2933	2935	2937	2939	2941	2943	2945	2947	2949	2951	2953	2955	2957	2959	2961	2963	2965	2967	2969	2971	2973	2975	2977	2979	2981	2983	2985	2987	2989	2991	2993	2995	2997	2999	3001	3003	3005	3007	3009	3011	3013	3015	3017	3019	3021	3023	3025	3027	3029	3031	3033	3035	3037	3039	3041	3043	3045	3047	3049	3051	3053	3055	3057	3059	3061	3063	3065	3067	3069	3071	3073	3075	3077	3079	3081	3083	3085	3087	3089	3091	3093	3095	3097	3099	3101	3103	3105	3107	3109	3111	3113	3115	3117	3119	3121	3123	3125	3127	3129	3131	3133	3135	3137	3139	3141	3143	3145	3147	3149	3151	3153	3155	3157	3159	3161	3163	3165	3167	3169	3171	3173	3175	3177	3179	3181	3183	3185	3187	3189	3191	3193	3195	3197	3199	3201	3203	3205	3207	3209	3211	3213	3215	3217	3219	3221	3223	3225	3227	3229	3231	3233	3235	3237	3239	3241	3243	3245	3247	3249	3251	3253	3255	3257	3259	3261	3263	3265	3267	3269	3271	3273	3275	3277	3279	3281	3283	3285	3287	3289	3291	3293	3295	3297	3299	3301	3303	3305	3307	3309	3311	3313	3315	3317	3319	3321	3323	3325	3327	3329	3331	3333	3335	3337	3339	3341	3343	3345	3347	3349	3351	3353	3355	3357	3359	3361	3363	3365	3367	3369	3371	3373	3375	3377	3379	3381	3383	3385	3387	3389	3391	3393	3395	3397	3399	3401	3403	3405	3407	3409	3411	3413	3415	3417	3419	3421	3423	3425	3427	3429	3431	3433	3435	3437	3439	3441	3443	3445	3447	3449	3451	3453	3455	3457	3459	3461	3463	3465	3467	3469	3471	3473	3475	3477	3479	3481	3483	3485	3487	3489	3491	3493	3495	3497	3499	3501	3503	3505	3507	3509	3511	3513	3515	3517	3519	3521	3523	3525	3527	3529	3531	3533	3535	3537	3539	3541	3543	3545	3547	3549	3551	3553	3555	3557	3559	3561	3563	3565	3567	3569	3571	3573	3575	3577	3579	3581	3583	3585	3587	3589	3591	3593	3595	3597	3599	3601	3603	3605	3607	3609	3611	3613	3615	3617	3619	3621	3623	3625	3627	3629	3631	3633	3635	3637	3639	3641	3643	3645	3647	3649	3651	3653	3655	3657	3659	3661	3663	3665	3667	3669	3671	3673	3675	3677	3679	3681	3683	3685	3687	3689	3691	3693	3695	3697	3699	3701	3703	3705	3707	3709	3711	3713	3715	3717	3719	3721	3723	3725	3727	3729	3731	3733	3735	3737	3739	3741	3743	3745	3747	3749	3751	3753	3755	3757	3759	3761	3763	3765	3767	3769	3771	3773	3775	3777	3779	3781	3783	3785	3787	3789	3791	3793	3795	3797	3799	3801	3803	3805	3807	3809	3811	3813	3815	3817	3819	3821	3823	3825	3827	3829	3831	3833	3835	3837	3839	3841	3843	3845	3847	3849	3851	3853	3855	3857	3859	3861	3863	3865	3867	3869	3871	3873	3875	3877	3879	3881	3883	3885	3887	3889	3891	3893	3895	3897	3899	3901	3903	3905	3907	3909	3911	3913	3915	3917	3919	3921	3923	3925	3927	3929	3931	3933	3935	3937	3939	3941	3943	3945	3947	3949	3951	3953	3955	3957	3959	3961	3963	3965	3967	3969	3971	3973	3975	3977	3979	3981	3983	3985	3987	3989	3991	3993	3995	3997	3999	4001	4003	4005	4007	4009	4011	4013	4015	4017	4019	4021	4023	4025	4027	4029	4031	4033	4035	4037	4039	4041	4043	4045	4047	4049	4051	4053	4055	4057	4059	4061	4063	4065	4067	4069	4071	4073	4075	4077	4079	4081	4083	4085	4087	4089	4091	4093	4095	4097	4099	4101	4103	4105	4107	4109	4111	4113	4115	4117	4119	4121	4123	4125	4127	4129	4131	4133	4135	4137	4139	4141	4143	4145	4147	4149	4151	4153	4155	4157	4159	4161	4163	4165	4167	4169	4171	4173	4175	4177	4179	4181	4183	4185	4187	4189	4191	4193	4195	4197	4199	4201	4203	4205	4207	4209	4211	4213	4215	4217	4219	4221	4223	4225	4227	4229	4231	4233	4235	4237	4239	4241	4243	4245	4247	4249	4251	4253	4255	4257	4259	4261	4263	4265	4267	4269	4271	4273	4275	4277	4279	4281	4283	4285	4287	4289	4291	4293	4295	4297	4299	4301	4303	4305	4307	4309	4311	4313	4315	4317	4319	4321	4323	4325	4327	4329	4331	4333	4335	4337	4339	4341	4343	4345	4347	4349	4351	4353	4355	4357	4359	4361	4363	4365	4367	4369	4371	4373	4375	4377	4379	4381	4383	4385	4387	4389	4391	4393	4395	4397	4399	4401	4403	4405	4407	4409	4411	4413	4415	4417	4419	4421	4423	4425	4427	4429	4431	4433	4435	4437	4439	4441	4443	4445	4447	4449	4451	4453	4455	4457	4459	4461	4463	4465	4467	4469	4471	4473	4475	4477	4479	4481	4483	4485	4487	4489	4491	4493	4495	4497	4499	4501	4503	4505	4507	4509	4511	4513	4515	4517	4519	4521	4523	4525	4527	4529	4531	4533	4535	4537	4539	4541	4543	4545	4547	4549	4551	4553	4555	4557	4559	4561	4563	4565	4567	4569	4571	4573	4575	4577	4579	4581	4583	4585	4587	4589	4591	4593	4595	4597
--	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------



[illegible]

*b* Rechartered in 1871.

**a** Includes those pursuing the course in modern languages.

From Report of the Commissioner of Education for 1883-'84.

水



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered college since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
985 Classical and Home Institute.....	Poughkeepsie, N. Y.....	.....	1879	Miss Sarah V. H. Butler.....	Non-sect	1	7	50	(50)	.....	.....	.....	10	.....	.....	.....	.....	.....	.....
986 Poughkeepsie Military Institute*.....	Poughkeepsie, N. Y.....	0	1863	C. B. Warring, Phil. D.....	Non-sect	6	1	45	0	39	0	12	3	0	0	0	4	.....	.....
987 Riverview Military Academy.....	Poughkeepsie, N. Y.....	.....	1836	Joseph B. Disbee and Harlan P. Amott.....	Non-sect	9	1	89	.....	.....	59	42	15	20	8	.....	.....	.....	.....
988 St. Mary's School*.....	Poughkeepsie, N. Y.....	0	1879	Rev. Edward McSweeney.....	R. C.....	.....	4	189	97	92	.....	.....	.....	.....	.....	1	.....	.....	.....
989 Palaski Academy.....	Palaski, N. Y.....	.....	1853	John M. Moore.....	Non-sect	.....	2	105	40	65	68	21	16	10	25	3	2	.....	.....
990 Chamberlain Institute and Female College.....	Randolph, N. Y.....	1851	1849	Rev. J. T. Edwards, A. M., D. D.....	M. E.....	6	5	275	135	140	210	40	25	15	8	5	2	.....	.....
991 Red Creek Union Seminary.....	Red Creek, N. Y.....	1839	1840	G. A. Jacobs.....	Non-sect	1	3	68	37	31	63	4	1	1	.....	.....	.....	.....	.....
992 Rensselaerville Academy.....	Rensselaerville, N. Y.....	1844	1844	G. F. Dilmars.....	Non-sect	3	0	40	20	20	38	2	4	2	.....	.....	.....	.....	.....
993 De Garmo Institute.....	Rhinebeck, N. Y.....	0	1864	James M. De Garmo, A. M., Phil. D.....	P. E.....	3	5	88	43	40	88	45	12	5	2	2	.....	.....	.....
994 Academy of the Sacred Heart.....	Rochester, N. Y.....	1858	1855	Madame Augusta G. Parlow, D. D.....	R. C.....	.....	14	69	69	69	69	.....	69	.....	.....	.....	.....	.....	.....
995 Classical and English School.....	Rochester, N. Y.....	0	1883	Rev. Nathaniel W. Benedict, D. D.....	Non-sect	2	.....	25	25	.....	1	24	.....	24	.....	5	.....	.....	.....
996 Livingston Park Seminary.....	Rochester, N. Y.....	.....	1858	Mrs. C. M. Curtis.....	P. E.....	1	7	40	40	40	.....	.....	24	.....	.....	.....	.....	.....	.....
997 Lutheran Proseminary.....	Rochester, N. Y.....	.....	1883	Rev. Alexander Richter.....	Lutheran	6	.....	18	18	.....	.....	11	7	.....	10	.....	.....	.....	.....
998 Rochester Female Academy*.....	Rochester, N. Y.....	1835	1836	Mrs. Sarah J. Nichols.....	Non-sect	1	7	70	70	49	49	11	7	.....	.....	.....	.....	.....	.....
999 Rochester Seminary for Young Ladies.....	Rochester, N. Y. (7 and 9 Gibbs street).	1875	1875	C. R. Kingsley, A. M.....	Non-sect	1	7	35	35	35	23	12	35	.....	.....	.....	.....	.....	.....
1000 St. Peter's Academy.....	Rome, N. Y.....	.....	1865	Mother Euphrasia, superior, Sisters of the Sacred Heart of Mary.....	R. C.....	.....	8	245	85	160	245	.....	40	.....	.....	.....	.....	.....	.....
1001 Academy of the Sacred Heart of Mary.....	Sag Harbor, N. Y.....	.....	.....	.....	R. C.....	.....	.....	50	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1002 Washington Academy*.....	Salem, N. Y.....	1731	1780	John A. McFarland, A. M.....	Non-sect	2	7	270	120	150	220	25	5	5	5	4	.....	.....	.....



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for scientific course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Bethel Academy.....	Clover Orchard, N. C.			Thomas D. Boone	Non-sect	1		35	26	9	28	7		2					
Buckhorn Academy.....	Como, N. C.		1880	Rev. Jeremiah W. Holt.	Christ'n	1	1	50	18	32	50	5							
Holt's School.....	Company Shops, N. C.		1881	Robert S. Arrowood	Non-sect		1	70	70		55	15		7		2			
Concord Male High School*	Concord, N. C.	0	1870	Rev. Luke Dorland, D. D., president.	Presb.	1	14	230		230	230	14		0	0	0	0		
Scotia Seminary.....	Concord, N. C.	1870		Rev. Polycarp C. Henkel, D. D., president.	Ev. Luth	(5)		65	(65)										
Concordia College.....	Conover, N. C.	1880	1875	Rev. M. L. Little, A. M.	Luther'n	4	3	245	140	105	153	82	10	16	9	8	4		
Gaston High School.....	Dallas, N. C.	1885	1880	James F. Brower, A. M.	Meth.....		2	138	70	68	125	10	3	10	1				
Rock Spring Seminary.....	Denver, N. C.	1873	1873	Ira T. Turlington		3		90	60	30	60	8		2	2				
Pleasant Hill High School.....	Elevation, N. C.		1883	S. L. Sloop	Non-sect		2	135	60	75	100	20	4	5	4	0	0		
Elizabeth City Academy.....	Elizabeth City, N. C.	1840	1878	M. C. McAskill	Non-sect	1	1	32	17	15	28	7		2					
Ellerbe Springs Academy.....	Ellerbe Springs, N. C.		1865	S. L. Seull	Luther'n	1	1	40	21	19	33	7	0	8	0	4	0		
Enochville High School.....	Enochville, N. C.	0	1875	S. W. Finch	Meth.....	2	2	124	60	64	90	30	20	1	8	0	0		
Farmington Male and Female Academy.*	Farmington, N. C.	1882	1882	I. L. Chestnut															
Farmville Collegiate Institute.....	Farmville, N. C.		1860	J. T. Alderman	Baptist.	1	1	60	55	25	48	10	5	10		1			
Fork Church Academy.....	Fork Church, N. C.	0	1879	Jesse H. Moore	Friends.	1	1	138	73	65			3	0	0		0		
Nahunta Academy.....	Fremont, N. C.	1883	1883	Rev. Julius Pohl, O. S. B., director.	R. C.....	4		27	27		27	8	5						
St. Mary's College.....	Garibaldi, N. C.	0	1875	C. W. Corriher	Non-sect	1	1	86	45	41	(10)		8						
Glenwood High School.....	Glenwood, N. C.	0	1883	Rev. Wilbur F. Steele, D. D.	Non-sect	1	1	86	45	41	(10)		8						
Goldsboro' Graded High School.....	Goldsborough, N. C.																		
Bennett Seminary.....	Greensborough, N. C.		1874	Rev. Wilbur F. Steele, D. D.	M. E.....	3	2	160	83	77	150	10		15					





TABLE VI.—*Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1104	Oak Ridge Literary and Commercial Institute.			J. Allen Holt, A. M., and Martin H. Holt.	Non-sect.	5	1	214	180	34	160	50	10	50	25		(10)	
1105	Horner School.	0	1852	J. H. and J. C. Horner	Non-sect	4		91	91		20	71						
1106	Yadkin Mineral Springs Institute.*		1876	O. C. Hamilton	Non-sect	2	2	121	74	47	121	23				0	0	
1107	Pantego Male and Female Acad. emy.	1878	1879	C. N. A. Zonce	Non-sect	1	3											
1108	Carolina Academy*		1874	L. Shurley	Non-sect	2		75	50	25	63	12		5		0		
1109	Pleasant Lodge Academy and Business Institute.	0	1868	Thomas M. Robertson	Non-sect	5	1	119	79	40						0	0	
1110	Princeton School*	0	1880	Charles W. Britton.	Friends.	1		52	31	21	52							
1111	Raleigh Male Academy.	0	1878	John J. Fray and Hugh Monson.	Non-sect	3		108	108		75	30	5	20		4		
1112	Washington School*	1874	1866	F. H. Wilkins.		2	3	379	129	250	32	12		14	41	3	4	
1113	Redsville Male Academy.		1874	George R. McNeill, A. M.	Non-sect	1		56	56		44	12		3		1		
1114	Reynoldson Male Institute		1855	T. E. Waff	Baptist.	2		40	40		36	40	0	2	0	0	0	
1115	Salem Female Academy		1806	Rev. Edward Kondtner, D. D., and Rev. John H. Clewell.	Morav.	4	16	176	0	176	163	105	23					
1116	Vine Hill Academy		1810	E. E. Hilliard, A. B.	Non-sect	2	3	104	49	55				10				
1117	Selma Academy		1881	Henry Louis Smith, A. B.	Non-sect	1	2	89	46	43	80	9	0	4		0	0	
1118	Shelby Female College		1883	R. D. Mallary, A. M.	Baptist.	1	5	130			130		29	65				
1119	Shelby High School		1841	Palmon J. King	Non-sect	1	1	90	90		70	15	3	4		1		
1120	S. R. Trawick's School		1885	S. R. Trawick.	Meth.	1	2	50	22	28		22	7	14				

	1877	J. H. Hill, A. M.	Presb.	2	50	50	40	15	10	5	2	0
1121	Statesville Academy for Boys and Young Men.	0	1872	F. S. Blair.	Friends.	1	2	50	24	20	50	10
1122	Summerfield High School.	0	1879	I. L. Wright.	Non-sect.	1	20	16	4	10	4	5
1123	Wright's School.	1877	1879	R. H. Freedland.	Non-sect.	1	61	39	22	50	10	2
1124	Tripp Hill, N. C.	0	1885	W. E. Mowborn.	Non-sect.	1	26	12	14	20	12	4
1125	Trenton High School.	0	1880	B. G. Marsh, A. B.	Meth.	2	1	92	40	52	70	10
1126	Troy Male and Female Academy.	0	1884	D. A. McGregory, A. B.	Non-sect.	2	3	175	80	95	40	25
1127	Ansok Institute.	0	1869	John Graham.	Non-sect.	1	25	18	7	25	10	5
1128	Corsh Institute.	0	1865	W. M. and David S. Kennedy.	Baptist.	1	2	85	41	44	1	3
1129	Warsaw High School.	0	1888	S. D. Bagley.	Non-sect.	1	74	47	27	47	24	16
1130	Washington Male and Female Academy.*	1837	1888	S. D. Bagley.	Non-sect.	1	74	47	27	47	24	16
1131	Franklin District High School.	0	1880	J. L. Holmes, A. B.	M. E. So.	(3)	97					
1132	Franklin District High School.*	0	1874	William W. Stringfield.	Non-sect.	2	1	22	60	35	20	6
1133	Waynesville High School.	0	1884	H. S. Reynolds.	Presb.	1	1	22	12	10	8	8
1134	Whiteville Academy.	0	1871	Washington Catlett.	Presb.	3	83	83	83	20		
1135	Cape Fear Academy.	0	1859	Rev. Daniel Morrelle.	P. E.	1	0	14	13	1	4	3
1136	Rev. Daniel Morrelle's English and Classical School.	0	1859	Rev. Daniel Morrelle.	P. E.	1	0	14	13	1	4	3
1137	Barnes School.	0	1884	W. S. Barnes.	Non-sect.	1	26	24	2	8	18	6
1138	The Grange High School.	0	1878	John W. Fleetwood, A. B.	Non-sect.	1	1	40	41	5	43	0
1139	Yadkin College.	0	1868	Rev. W. A. Rogers, A. M., M. D.	M. P.	3	1	50	30	20	50	10
1140	Franklin High School.	0	1870	James C. Wilborn.	Non-sect.	1	20	18	12	30		5
1141	Albany Enterprise Academy.*	0	1863	Rev. Thomas O. Ferguson.	Non-sect.	1	2	58	28	30	57	1
1142	Grand River Institute.	0	1832	A. M., Phil. D.	Non-sect.	6	2	260	(240)	175	85	
1143	Onsey School.	0	1876	Rev. E. B. Webster, A. M., president.	Non-sect.	6	2	260	(240)	175	85	
1144	Bartlett Academy.	0	1876	Richard Mott.	Friends.	2	2	21	9	12		8
1145	Beverly College.	0	1842	L. C. Crispen.	Friends.	1	1	120	57	63	112	2
1146	Quinnipiac Collegiate Institute.	0	1884	R. J. Smith.	Presb.	1	1	74	35	39	14	3
1147	Central College, Ohio.	0	1842	Rev. Thomas J. Dague, A. M.	Presb.	3	10	10	3	8	5	4
1148	Geauga Seminary.	0	1842	H. Bushnell.	Presb.	2	3	133	65	68	60	15
1149	Academy of the Sisters of Notre Dame.	0	1843	G. L. Ensign, M. A.	Non-sect.	2	3	133	65	68	60	15
1150	Day School.	0	1881	Sister Louise, superioress of ss. de N. D.	R. C.	25	250	250	250	250	250	
1151	Madame Treddin's School.	0	1881	Miss Elizabeth D. Storer and Katharine M. Lupton.	R. C.	1	13	72	2	70	12	69
1152	St. Francis' Ecclesiastical College.	0	1881	Madame B. Fredin.	Non-sect.	1	9	50	4	40	50	50
1153	Clermont Academy.	0	1866	Very Rev. Lucas Gottho-	R. C.	8	0	47	0	25	47	13
1154	Cleveland Academy.	0	1866	ludo, O. S. V.	R. C.	8	0	47	0	25	47	13
1155	Miss Middleberger's School for Girls.	0	1872	James K. Parker.	Baptist.	2	2					
1156	St. Joseph's Academy.*	0	1875	Isaac Bridgman, A. M.	Non-sect.	2	3	62	30	32	30	25
1157	St. Mary's Institute.	0	1882	Miss Augusta Middleberger.	Non-sect.	2	10	115	115	115	115	20
1158	St. Mary's Institute.	0	1882	Sister Josephine Ignatius, ss. de N. D.	R. C.	13	138	80	108	138	31	5
1159	St. Mary's Institute.	0	1882	Rev. George Meyer.	R. C.	16	0	180	180	0	180	3

b Number who finished the English course.  
c Number pursuing the scientific course of the academy.

\* From Report of the Commissioner of Education for 1883-'84.  
a These statistics are for the year 1883-'84.



TABLE VI. — *Statistics of institutions for secondary instruction for 1884-'85, &c. — Continued.*

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											Entered scientific school since close of last academic year.	
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.				
1157 Ewington Academy	Ewington, Ohio	1857	1857	F. F. Vale, B. A.	Non-sect	1	1	55	31	24	55									
1158 Fostoria Academy	Fostoria, Ohio	1879	1879	Rev. M. De Witt Long, A. M.	U. B.	5	2	167	97	70	25	15			5					
1159 Fultonham Academy	Fultonham, Ohio	1880	1880	H. K. Gebhart, A. M.	Non-sect	1	1	28	16	12	11	17								
1160 Gallia Normal School and Academy.	Gallipolis, Ohio	1811	1810	J. J. Allison	Non-sect	3	105	53	50						105					
1161 Harcourt Place Academy*	Gambier, Ohio		1851	Rev. A. B. Putnam, A. M., rector.	P. E.	4	37	37			12	25	21	25	1	2				
1162 Harlem Springs College	Harlem Springs, Ohio	1867	1857	John R. Steeves, A. M.	Non-sect	4	2	90	48	42	85	5	7	2						
1163 Hartford High School	Hartford, Ohio	0	1871	L. D. Gilbert	Non-sect	1	1	70	32	38	64	5	2							
1164 Vermillion Institute	Hayesville, Ohio	1845	1846	Mrs. Mary E. Dieckendorf	Presb.	3	1	54	25	29	54	5	4							
1165 Atwood Institute	Lee, Ohio	1881	1856	Clarence O. Clark, A. B.	P. W. B.	2	1	80	44	36	80									
1166 St. Mary's Institute (Boarding School of the Visitation).	Minster, Ohio		1853	Rev. M. Konk.	R. C.	1	3	35		35	30		25							
1167 New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	Non-sect			42	24	18										
1168 Greco-Town Academy	Perryville, Ohio		1865	J. C. Sample, president	Non-sect	(4)	2	150	80	70										
1169 Pleasantville Collegiate Institute	Pleasantville, Ohio	1861	1862	W. B. McGarthy, A. M.	Ref'm d.	2	1	75	40	35	31	17	27	7	15	5				
1170 Poland Union Seminary	Poland, Ohio	1861	1861	W. B. McGarthy, A. M.	Presb.	2	2	50	30	20										
1171 Ursuline Academy for Young Ladies.	St. Martin's, Ohio	1847	1845	Sister M. Ursula Dodds	R. C.			81	81	81	10	75								
1172 Savannah Academy	Savannah, Ohio	1859	1859	Maek H. Wallace	Non-sect	1	2	86	42	44	83	10		2	2	1				
1173 Smithville Normal School	Smithville, Ohio	1865	1865	J. B. Eberly, A. M.		3	1	171	106	65						10				
1174 New Lyme Institute	South New Lyme, Ohio	1883	1879	J. Tuckerman, A. M., Ph. D., president.		4	3	287	143	144	219	68		10	5	1				
1175 Salem Academy	South Salem, Ohio	1842	1842	J. O. Caldwell	Presb.	2	3	50	20	30	40	10		5						
1176 Springfield Seminary	Springfield, Ohio	1874	1873	Mrs. Ruth A. Worthington.	Non-sect		5	62	9	55	13	53		1		2				

1177	College of Ursuline Sisters. Hart.	Tiffin, Ohio.....	1878 1873	Sister St. Ignatius Mother M. Stanishus, supe- rior.....	R. C. R. C.	7	144		
1178	Ursuline Convent of the Sacred Heart.....	Toledo, Ohio .....	1863 1854	Mother M. Stanishus, supe- rior.....	R. C. R. C.	7	144		
1179	Plans Seminary*.....	Tripper's Plains, Ohio .....	1860	Mother M. Stanishus, supe- rior.....	R. C.	2	211	105	106
1180	Twinsburg Institute*.....	Twinsburg, Ohio.....	1828	Miss Dora E. Hurt.....	Presb.	1	1		
1181	Urbana University Home and Day School for Girls and Young Ladies.....	Urbana, Ohio.....	1884	Miss Dora E. Hurt.....	Presb.	63			
1182	Western Reserve Seminary.....	West Farmington, Ohio.....	1855	Rev. E. A. Whitwam, A. M., president.....	M. E.	3	2	57	33
1183	Wayen High School.....	Youngstown, Ohio.....	1856	Rev. E. A. Whitwam, A. M., president.....	M. E.	3	2	57	33
1184	Putnam Classical Institute.....	Zanesville, Ohio.....	1836	Pauline W. Halbert.....	Non-sect	2	2	146	55
1185	Albany Collegiate Institute.....	Albany, Oreg.....	1835	Rev. Elbert N. Condit, presi- dent.....	Presb.	2	5	33	33
1186	Ashland College and Normal School.*.....	Ashland, Oreg.....	1896 1879	Rev. Elbert N. Condit, presi- dent.....	Presb.	3	3	120	58
1187	St. Francis Academy.....	Packer City, Oreg.....	1875	M. G. Royal, A. M.....	M. E.	1	4	123	60
1188	La Creole Academic Institute.....	Dallas, Oreg.....	1856	Sister Mary Stanislaus.....	R. C.	4	32	32	32
1189	Drain Academy.....	Drain, Oreg.....	1880	S. A. Hande, A. M., president.....	Non-sect	2	2	46	22
1190	St. Scholasitica's Convent School.....	Gervais, Oreg.....	1883	Henry L. Benson, A. M.....	M. E.	3	2	158	53
1191	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.....	Grand Ronde, Oreg.....	0	Mother Mary Bernardine Wachter.....	R. C.	5	108	36	72
1192	St. Mary's Academy for Young Ladies, d.....	Jacksonville, Oreg.....	1882	Sister Benedict.....	R. C.	1	3	43	19
1193	Lakeside Institute *.....	Lakeview, Oreg.....	1882	Rev. Sister Mary Angol, superior.....	R. C.	5			
1194	Southern Academy d.....	Lehman, Oreg.....	1854	Rev. S. S. Caldwell.....	Presb.	1	2	27	15
1195	Oakland Academy.....	Oakland, Oreg.....	1880	George T. Russell, Jr. R.....	M. E.	1	3	90	40
1196	Bishop Scott Grammar School.....	Portland, Oreg.....	1870	J. W. Hill, B. A., M. D., head- master.....	P. E.	8	73	73	
1197	Independent German School.....	Portland, Oreg.....	1870	John Katschelor, director.....	Non-sect	1	0	29	16
1198	St. Mary's Academy d.....	Portland, Oreg.....	1859	Rev. Sister Mary, provincial and superior.....	R. C.	21	392	392	0
1199	St. Michael's College.....	Portland, Oreg.....	1871	Edward J. O'Dea, director.....	R. C.	0			
1200	St. Paul's Academy d.....	St. Paul, Oreg.....	1863	Rev. Sister Mary Peter, superior.....	R. C.	12	145	145	135
1201	Academy of the Sacred Heart.....	Salem, Oreg.....	1866	Sister Assumption.....	R. C.	7	100	100	100
1202	St. Mary's Academy.....	The Dalles, Oreg.....	1863	Sister Mary Perpetua, au- prior.....	R. C.	7	100	100	100
1203	Wasco Independent Academy.....	The Dalles, Oreg.....	1880	Thomas M. Gatch, p. r. d.....	Non-sect	2	4	203	91
1204	Umipqua Academy.....	Willits, Oreg.....	1857	Willis C. Hawley, n. s.....	Moth	1	2	89	42
1205	School for Girls.....	Allegheny, Pa.....	1872	Miss Mary Matland.....	Non-sect	0	4	32	32
1206	St. Xavier's Academy.....	Beatty, Pa.....	1845	Sisters of Mercy.....	R. C.	15	80	80	80
1207	Beaver College and Musical In- stitute.....	Beaver, Pa.....	1853	Rev. E. T. Taylor, A. M., D. D.....	M. E.	3	5	143	143
1208	Bellefonte Academy.....	Bellefonte, Pa.....	1807	Rev. J. P. Hughes.....	Non-sect	2	2	80	40
1209	Bethlehem Academy*	Bethlehem, Pa.....	1857	Charles H. Schwartz.....	P. E.	5	38	38	38
1210	Bishop home School*.....	Bethlehem, Pa.....	1871	Miss Penny I. Walsh.....	P. E.	5	38	38	38

\* Includes normal students reported in Table III.

*d* These statistics are for the year 1883-'84.

From Report of the Commissioner of Education for 1883-84. As "Hartford Academic Institute": as "Hartford High School" in 1885.

*b* Assisted by professors of the university.

*b* Assisted by professors of the university.







TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of college.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1269 Friends' Central High School (boys' department).	Philadelphia, Pa. (a. w. cor. 15th and Race sts.).	0	1845	George L. Maris, A. M. ....	Friends.	7	8	229	229	.....	134	95	78	8	10	5	6		
1270 Friends' Central School (girls' department).	Philadelphia, Pa. (a. w. cor. 15th and Race sts.).	.....	.....	Annie Shoemaker .....	Friends.	2	18	310	0	310	38	157	190	3	0	.....	.....		
1271 Friends' Select School for Boys*.	Philadelphia, Pa. (326 Cherry street). <sup>a</sup>	0	1833	John H. Dillingham .....	Friends	2	2	43	43	0	32	11	0	0	1	0	0		
1272 Girard College for Orphans* .....	Philadelphia, Pa. ....	1822	1848	Adam H. Fetterolf, A. M., president.	Non-sect	0	30	1110	1110	0	.....	.....	.....	.....	.....	.....	.....		
1273 L. V. Smith's School for Young Ladies and Children.* <sup>b</sup>	Philadelphia, Pa. (1833 Chestnut street).	.....	1830	Miss Lydia V. Smith .....	.....	1	6	25	.....	25	25	15	22	.....	.....	.....	.....		
1274 Mt. St. Joseph Academy .....	Philadelphia, Pa. (Chestnut Hill).	1858	1858	Sisters of St. Joseph. ....	R. C.	.....	12	78	.....	78	78	24	78	.....	.....	.....	.....		
1275 Philadelphia Seminary .....	Philadelphia, Pa. (1325 North Broad street).	.....	1871	Rebecca E. Jenkins .....	.....	4	10	110	.....	110	110	.....	98	2	.....	.....	.....		
1276 Rittenhouse Academy .....	Philadelphia, Pa. (n. o. cor. 18th and Chestnut sts.).	0	1854	De Benneville K. Ludwig, A. M.	Non-sect	7	0	64	64	0	.....	.....	20	.....	.....	8	.....		
1277 Schleigh Academy* .....	Philadelphia, Pa. (188th street and Girard ave.).	.....	1877	Miss Fannie M. Schleigh .....	Non-sect	.....	7	44	19	25	.....	.....	.....	.....	.....	.....	.....		
1278 School for Young Ladies .....	Philadelphia, Pa. (4117 Walnut street).	.....	1868	Annie and Sarah Cooper .....	Non-sect	1	7	60	.....	60	60	.....	.....	.....	.....	.....	.....		
1279 West Chestnut Street Institute*.	Philadelphia, Pa. (4035 Chestnut street).	.....	1873	Mrs. Julia A. Bogardus .....	Presb.	1	7	50	.....	50	.....	.....	.....	.....	.....	.....	.....		
1280 West Chestnut Street Seminary .....	Philadelphia, Pa. (1707 Chestnut street).	.....	1878	Miss M. B. Cochran .....	Meth.	2	1	35	.....	35	35	.....	.....	.....	.....	1	.....		

1281	West Chester Street Institute.....	Philadelphia, Pa. (1602 Green street).	1868	Mrs. Martha Laird.....	Lutheran	1	5	33	23	13	28	---
1282	West Walnut Street Seminary for Young Ladies.....	Philadelphia, Pa. (2045 Walnut street).	1867	Mrs. Henrietta Kulz.....	Presb...	10	4	40	40	40	40	---
1283	The Bishop Bowman Institute.....	Pittsburg, Pa.	1866	Rev. Robert J. Coster.....	P. E.....	2	4	90	90	40	20	---
1284	St. Ursula's Academy.....	Pittsburg, Pa.	1871	Sister Marie Alphonse, superior.	R. C.....	0	15	30	0	50	---	---
1285	Pleasant Mount Academy.....	Pleasant Mount, Pa.	1861	J. E. Tiffany.....	Non-sect	1	1	38	50	---	---	---
1286	Reid Institute.....	Reidsburg, Pa.	1862	C. A. Gilbert, A. M.....	Baptist	2	2	38	54	16	6	2
1287	Ridley Park Seminary.....	Ridley Park, Pa.	1862	Mrs. Caroline J. Taylor.....	Non-sect	2	15	8	7	---	---	---
1288	Clarton Collegiate Institute.....	Riversburg, Pa.	1859	Rev. W. W. Deatricek, A. M.....	Ref in d.	1	2	87	36	51	4	---
1289	School of the Lackawanna.....	Seranton, Pa.	1873	Rev. Thomas M. Camm, A. M.....	Presb...	3	3	120	70	80	40	0
1290	Classical department of Missionary Institute.....	Selinsgrove, Pa.	1859	Rev. J. R. Dimm, D. D.....	Ev. Luth	6	1	75	60	15	75	3
1291	Shackleville Normal Academy.....	Shackleville, Pa.	1878	M. F. Laughlin, A. B.....	Non-sect	(2)	78	75	---	---	---	---
1292	Cheltenham Academy.....	Shoemakerstown, Pa.	0	Rev. Samuel Clements, A. M., D. D.....	R. E.....	6	2	75	75	0	(75)	2
1293	Stewartstown English and Classical Academy.....	Stewartstown, Pa.	1857	Charles T. Wright.....	Non-sect	1	---	60	---	---	---	---
1294	Sugarstown Friends' School.....	Sugarstown, Pa.	0	Nettie E. Morey.....	Friends	1	18	8	10	14	2	4
1295	Institute of the Ladies of the Sacred Heart.....	Torresdale, Pa. (Eden Hall).	1849	Madame Mary F. Moran, superior.	R. C.....	---	---	75	75	75	75	---
1296	Toughkenamon Boarding School*.....	Toughkenamon, Pa.	1867	Hanna M. Cope.....	Friends	3	44	14	30	---	---	---
1297	Susquehanna Collegiate Institute.....	Towanda, Pa.	1850	Edwin E. Quinlan, A. M.....	Presb...	5	3	252	122	120	175	4
1298	Washington Hall Collegiate Institute.....	Trappe, Pa.	1830	Abel Rambo, A. M., Ph. D.....	Friends	2	1	32	15	17	32	3
1299	Trinity Hall*.....	Washington, Pa.	1879	Rev. Samuel Earp, M. A., Ph. D.....	P. E.....	6	2	52	---	---	---	---
1300	Watertown Academy.....	Watertown, Pa.	1811	Rev. P. A. Reno, A. M.....	Non-sect	2	3	138	70	68	15	6
1301	Darlington Seminary for Young Ladies.....	West Chester, Pa.	1854	Richard Darlington, Ph. D.....	Friends	2	5	63	0	63	60	2
1302	Villa Maria Academy for Young Ladies.....	West Chester, Pa.	---	Mother M. Gonzaga, superior.	R. C.....	---	---	40	40	---	---	---
1303	West Chester Friends' High School.*.....	West Chester, Pa.	---	Fannie A. Pyle.....	Friends	0	3	60	24	36	16	10
1304	Westtown Boarding School.....	Westtown, Pa. (Street Road Station).	0	Jonathan G. Williams, superintendent.	Friends	7	7	397	205	192	---	4
1305	The Wilkes Barre Female Institute.....	Wilkes Barre, Pa.	1854	Mrs. F. C. Hosmer and Miss Sophia E. Wilson.....	Presb...	0	6	77	0	77	---	---
1306	Ladies' Classical Institute*.....	Williamsport, Pa.	1865	J. H. Rockwell.....	M. E.....	3	67	---	67	---	---	---
1307	Williamsport Dickinson Seminary.....	Williamsport, Pa.	1848	Rev. Edward J. Gray, D. D., president.	M. E.....	7	5	278	135	143	135	5
1308	York County Academy.....	York, Pa.	1787	C. C. Stauffer, A. M.....	Non-sect	2	37	37	---	---	---	---
1309	Family and Day School for Girls.....	Newport, R. I.	1874	Mrs. Helena L. Gilliat.....	P. E.....	4	50	---	50	15	50	---
1310	Miss Gardner's School for Young People.....	Providence, R. I. (245 Benefit street).	1880	Miss Ida M. Gardner.....	Non-sect	3	4	23	3	20	21	2
1311	Ursuline Academy.....	Providence, R. I.	---	---	R. C.....	---	---	53	---	---	---	---
1312	Polytechnic and Industrial Institute.*.....	Bluffton, S. C.	1880	Rev. James D. Robertson.....	Non-sect	5	5	357	187	170	357	8

e Revised in 1871.

b Formerly R. S. Ashbridge and L. V. Smith's School; Miss Ashbridge writes under date of March, 1885: "With this term my connection with this school will close."

\* From Report of the Commissioner of Education for 1883-'84.

a Since the date of the above report this school has been removed to 140 N. 16th street.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.											
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.	Entered college since close of last academic year.	Entered last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1313	Charleston Female Seminary*	Charleston, S. C.	0	1870	Miss Etta A. Kelly	.....	3	9	100	.....	100	160	100	100	0	0	0	0	0	0
1314	Southern Home School for Boys.	Charleston, S. C. (West End, Broad street).	.....	1884	William Simons	.....	.....	.....	.....	.....	10	9	9	8	2	.....	.....	.....	.....	.....
1315	Wallingford Academy.....	Charleston, S. C.	1868	1865	Rev. Thomas A. Grove.	Presb. ....	3	4	665	322	344	660	6	6	21	2	2	5	.....	.....
1316	Clinton College and High School.	Clinton, S. C.	1882	1872	William Slates Lee, A. M.	Presb. ....	2	3	92	50	42	92	19	3	17	20	16	.....	.....	.....
1317	Cokesbury Conference School	Cokesbury, S. C.	1834	1836	C. C. Reed	M. E. So. ....	1	1	52	32	20	42	10	10	15	5	2	.....	.....	.....
1318	Benedict Institute.....	Columbia, S. C.	0	1870	Rev. C. E. Becker, A. M., president.	Baptist. ....	2	5	202	115	87	191	11	.....	11	.....	.....	.....	.....	.....
1319	Valle Crucis Institute of the Ursulines.	Near Columbia, S. C.	.....	.....	Madame M. B. Lynch, mother superior.	R. C. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1320	Penn School.....	Fregmore, S. C.	0	1862	Misses Laura M. Towne and Ellen Murray.	Non-sect ..	1	9	223	114	109	123	7	0	0	0	0	0	0	0
1321	Cooper Limestone Institute*	Gaffney, S. C.	.....	1881	II. P. Griffith and R. O. Saus	Baptist. ....	2	5	83	.....	83	83	20	12	.....	.....	.....	.....	.....	.....
1322	Greenville Military Institute.	Greenville, S. C.	.....	1878	John B. Patrick	Non-sect ..	4	0	70	0	70	19	5	4	.....	.....	.....	.....	.....	.....
1323	Brewer Normal School.....	Greenwood, S. C.	.....	.....	J. D. Backenstose	Congr. ....	2	.....	110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1324	Grove Station Academy.....	Greenville, S. C.	.....	1880	T. I. Young	Non-sect ..	2	2	155	35	20	65	2	0	2	0	0	0	0	0
1325	English and Classical Institute.	Lexeville, S. C.	1881	1880	Rev. J. E. Watson, A. M., president.	Non-sect ..	2	2	120	60	60	120	40	12	.....	.....	.....	.....	.....	.....
1326	Lexington High School.....	Lexington, S. C.	0	1875	Edwin J. Dreher	Non-sect ..	1	1	65	40	25	55	10	.....	.....	.....	3	2	.....	.....
1327	Newberry Female Academy.....	Newberry, S. C.	1897	1897	A. P. Pifer	Non-sect ..	2	3	110	0	110	110	22	3	0	0	.....	.....	.....	.....
1328	Reidville Female College *	Reidville, S. C.	1857	1857	Robert P. Smith, A. M.	Presb. ....	2	3	63	63	35	23	15	12	.....	.....	.....	.....	.....	.....
1329	Sumter Institute.....	Sumter, S. C.	.....	1866	Mrs. Laura A. Browne and Miss Eliza E. Cooper.	Non-sect ..	.....	0	100	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
1330	Williamston Male Academy.....	Williamston, S. C.	1854	1848	R. H. Blacklock	Non-sect ..	1	0	37	37	0	37	11	0	2	0	0	0	0	0
1331	Johnstown Academy.....	Williston, S. C.	.....	1880	Boynton O'Brien, A. B.	Non-sect ..	2	1	140	82	58	111	29	9	23	47	6	12	.....	.....
1332	King's Mountain Military School	Yorkville, S. C.	1881	1855	Col. Asbury Coward	Non-sect ..	3	.....	45	45	.....	7	13	15	.....	.....	.....	.....	.....	.....

1333	Yorkville High School.....	Yorkville, S. C.....	1854	J. T. Roberts, A. B.....	Presb.....	1	4	73	30	43	73	2	2	2	2
1334	Masonic Normal School.....	Alexandria, Tenn.....		H. L. W. Gross and J. L. Boon, Jr., S. S.....	Non-sect.....	5	3	189	(189)						
1335	Science Home at the Turner M. Lawrence College.....	Alexandria, Tenn.....	1858	Mrs. F. S. Gold.....	Non-sect.....	1	3	85	(85)	85	4				
1336	Beech Grove Male and Female College.....	Beech Grove, Tenn.....	1869	R. M. Howland.....	Non-sect.....	1	3	90	00	30	70	20			
1337	Kingsley Seminary.....	Bloomington, Tenn.....	0	Joseph H. Kevron, A. M.....	M. E.....	3	2	143b	95	48	119	20	4	12	18
1338	Bloomington College.....	Bloomington, Tenn.....	1884	Rev. Jos. J. Losier, president	M. E.....	3	3	81	50	31	76	5		5	
1339	New Bethel Institute.....	Bloomville, Tenn.....		S. S. Garst.....	M. E.....	2	5	165	0	165					
1340	Sullins College.....	Bristol, Tenn.....	1874	Rev. D. S. Hearn, A. M., president.....	M. South.....	2									
1341	Carle Institute <sup>a</sup> .....	Carle, Tenn.....	0	A. W. Young.....	Non-sect.....	2	95	45	50	95					
1342	Centerville High School.....	Centerville, Tenn.....	1860	R. E. and L. F. T. Annall.....	Non-sect.....	2	2	117	65	52	117	10		20	3
1343	Chapel Hill Academy <sup>a</sup> .....	Chapel Hill, Tenn.....	1859	S. V. Wall.....	Non-sect.....	2	2	124	65	59	98	26	6	15	10
1344	Charleston High School <sup>a</sup> .....	Charleston, Tenn.....	1871	W. E. Powers.....	Non-sect.....	1	1	115	68	47					
1345	Chatata High School.....	Chatata, Tenn.....	1868	Rev. Milton R. M. Burke, n. s.....	Non-sect.....	2	1	130	70	60	130				
1346	Church Hill Academy.....	Church Hill, Tenn.....	1882	J. E. L. Smoker.....	Non-sect.....	1	2	81	46	35	80	8	2	4	6
1347	Cog Hill Collegiate Institute.....	Cog Hill, Tenn. (P. O., Carle, Tenn.).....	1870	Rev. J. R. Lawrence.....	Non-sect.....	1	1	65	40	25	65		25	20	10
1348	Covington Female Seminary.....	Covington, Tenn.....	1852	George D. Holmes, A. M.....	Non-sect.....	1	3	163	10	153	163	12	7		
1349	Culloden Institute.....	Culloden, Tenn.....	1868	W. R. Webb, A. M.....	M. E. So.....	4	2	182	168	16	168	157		6	2
1350	Tennessee Valley College <sup>a</sup> .....	Evansville, Tenn.....	1882	Prof. W. R. Stephens.....	M. E. So.....	2	2	92	59	43	65	25	15	30	25
1351	Friendsville Academy.....	Friendsville, Tenn.....	1880	S. M. Hadley, n. s.....	Friends.....	1	2	133	(133)						
1352	Warren College.....	Bullens, Tenn.....	1883	J. C. Wright.....	M. E.....	3	2	163	83	82	129	36	0	20	50
1353	Gordonsville Academy.....	Gordonsville, Tenn.....	1883	J. C. Williams, A. B.....	Non-sect.....	2	1	134	74	60	130	4	0	13	20
1354	Walnut Grove High School <sup>a</sup> .....	Near Graveson, Tenn.....		George W. Fox, A. B.....	Non-sect.....	2									
1355	Henderson Masonic Male and Female Institute.....	Henderson, Tenn.....	1869	G. M. Savage, A. M., chairman of faculty.....	Non-sect.....	5	4	191	106	85	191	33	25		
1356	West Tennessee Seminary <sup>a</sup> .....	Hollow Rock, Tenn.....	1874	Rev. Joseph J. Losier.....	M. E.....	2	1	58	28	30	58				
1357	Odd Fellows' Male and Female College <sup>a</sup> .....	Humboldt, Tenn.....	1871	S. A. Mynders <sup>b</sup> .....	M. E.....	2	6	405	175	230	205	25			
1358	Irving College <sup>a</sup> .....	Irving College, Tenn.....	1882	E. B. Ector, president.....	Non-sect.....	2	1	130	80	50	130	10	8	2	
1359	Franklin Academy.....	Jacksborough, Tenn.....	1841	James Stillman, A. M.....	Non-sect.....	2	2	150	70	80	145	15			
1360	Sam Houston Academy.....	Jasper, Tenn.....	1855	William H. Walker.....	Non-sect.....	1	2	200	100	200	12	0			
1361	Clear Spring Academy.....	Jockey, Tenn.....	1852	D. B. Hays.....	Cumb. P.....	1	1	95	49	46	76	19	2	13	2
1362	Princeton Academy.....	Johnson City, Tenn.....	0	J. H. Tolson.....	Non-sect.....	2	0	73	43	30	10				0
1363	Science Hill Institute.....	Johnson City, Tenn.....	1866	W. A. Evans, A. M., president.....	Non-sect.....	2	3	254	120	134	232	22	0	14	30
1364	Lexington Academy.....	Lexington, Tenn.....	1870	S. A. Mynders.....	Non-sect.....	1	1	74	40	34	60	14			22
1365	Masonic Academy <sup>a</sup> .....	Liberty, Tenn.....	1870	A. B. Hood, n. s.....	Non-sect.....	2	1	147	70	77	120	5		3	
1366	Jonesboro' District High School <sup>a</sup> .....	Limestone, Tenn.....		W. F. Smith, A. B.....	M. E. So.....	(3)		53							
1367	Linden Academy.....	Linden, Tenn.....		L. F. Annall.....	Union.....	1	2	49	28	21					
1368	Savannah Grove Academy.....	Long Savannah, Tenn.....	1875	William F. Anderson.....	Union.....	1	1	85	45	40	80	5		5	13
1369	Landon High School.....	London, Tenn.....	1869	E. W. Doran.....	Cumb. P.....	1	2	50	19	31					
1370	Waters and Walling College.....	McMinnville, Tenn.....	1879	Charles Chapman.....	Christ'n.....	2	1	90	50	40	85		5	0	0
1371	Martin Male and Female Academy <sup>a</sup> .....	Martin, Tenn.....	0	W. A. Goodwin.....	Christ'n.....	1	2	130	60	70	130				

\* From Report of the Commissioner of Education for 1882-'84.  
 † Education for 1882-'84.  
 ‡ These statistics are for the year 1883-'84.  
 § Includes students reported in Table III.  
 ¶ Now principal of Lexington Academy, Lexington, Tenn.  
 †† Jos. J. Losier has been made president of Bloomington College, Bloomington, Tenn.  
 ‡‡ Original charter, 1845.  
 §§ Reorganized in 1878.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
1372	West Tennessee Seminary.	Mason, Tenn.		1877	C. E. Alexander.	Meth. ....	1	2	114	50	64	114								
1373	Clara Conway Institute.	Memphis, Tenn. (259 Pop- lar street).		1876	Clara Conway	Non-sect. ....	1	2	114	50	64	114								
1374	Memphis Institute.	Memphis, Tenn. (174 Her- nando street).	0	1881	Wharton Stewart Jones	Non-sect. ....	4	1	123	123	0	90	33	20			12			
1375	St. Mary's School.	Memphis, Tenn. (352 Pop- lar street).		1873	Sisters of St. Mary	P. E. ....	2	6	80	80		80	40	30						
1376	Middleton High School.	Middleton, Tenn.	1880	1878	Ferd. M. Malone	Non-sect. ....	1	1	50	28	22	25	20		12	12				
1377	Milligan College.	Milligan, Tenn.	1882	1868	J. Hopwood, A. M., president	Christ'n	6	4	207	144	63	187	20	15						
1378	Morristown Female High School.	Morristown, Tenn.	0	1868	Rev. J. G. McFerrin	Non-sect. ....	2	3	160	100	150	10	0	10	25	5	0			
1379	Morristown Male Academy*.	Morristown, Tenn.		1867	J. A. Stubblefield	Non-sect. ....	2	0	65	65		50	15	7	15	18	3			
1380	Dyersburg District High School	Mt. Zion, Tenn. (P. O., Atoka).	1880		Rev. H. J. Turner, president.	M. E. So. ....	(4)	42												
1381	East Nashville Academy	Nashville, Tenn.	0	1880	Rev. Mayo Cabell Martin	Non-sect. ....	3	0	71	71	0	71	16	4	4	2	1			
1382	Montgomery Bell Academy	Nashville, Tenn.	0	1867	Joseph W. Yountman, M. A.	Non-sect. ....	6	0	145	145		129	15		15		2			
1383	Alpine Academy	Nettle Carrier, Tenn.	1879	1880	Miss M. G. McDonnold	Non-sect. ....	1	1	145	145		129	15		15		2			
1384	Newbern Classical and Normal College.	Newbern, Tenn.		1865	J. Hale Peay	Non-sect. ....	2	4	300	125	175	150	50		25	25	20	8		
1385	Union Seminary*	Newbern, Tenn.	1881		Thomas C. Gordon, A. M.	Non-sect. ....	1	4	154	70	84	154	12							
1386	New Market Academy	New Market, Tenn.																		
1387	Coltawah Academy	Coltawah, Tenn.			N. G. Jacks	Non-sect. ....	2	95	50	45	95									
1388	Bledsoe Institute	Orme's Store, Tenn.		1873	J. N. Kerley	Non-sect. ....	1	2	110	51	59						7			
1389	Hatchie Academy	Orysa, Tenn.	1884	1880	Isaac L. Case, A. M., M. D.	Non-sect. ....	1	36	17	19	36	9	0	0	0	0	0			
1390	The Mrs. S. H. Welch School.	Paris, Tenn.	1877	1869	Mrs. S. H. Welch	Non-sect. ....	1	2	48	26	22	48	11		11	22				



1361	Parrottsville High School	Parrottsville, Tenn	1877	J. W. Lucas, A. M.	Non-sect	2	2	121	65	56	101	17	0	17	0	1
1362	People's College	Pikeville, Tenn	1872	C. G. Fisher, A. M., president.	M. E. So.	2	3	131	92	49	119	12	0	12	0	3
1363	Oak Grove Academy	Pilotoot Landing, Tenn	0	W. B. McClellan	Non-sect	1	1	160	70	41	114	10	0	10	0	0
1364	Giles College	Pinhook, Tenn	1884	W. F. Mann, A. B.	Non-sect	2	1	160	60	60	60	10	0	1	0	0
1365	Landonale Institute	Ripley, Tenn	1882	E. H. Trindle, A. M.	M. E. So.	2	2	128	68	0	0	10	0	1	0	0
1366	Lauderdale Academy	Rutledge, Tenn	1840	James H. Walker	Non-sect	1	2	83	43	40	40	20	3	1	0	0
1367	Saltillo Academy	Saltillo, Tenn	1863	T. W. Perce, A. B., LL. B.	Non-sect	1	2	73	35	49	75	10	0	5	0	0
1368	Santa Fe, Tenn	Santa Fe, Tenn	1883	J. W. Patton, A. B.	Non-sect	2	3	131	73	58	118	13	2	2	0	0
1369	Sequachoo College	Sequachoo College, Tenn	1888	C. F. Scott	Non-sect	1	3	225	130	95	200	15	5	42	20	0
1370	Pure Fountain College	Smithville, Tenn	1883	P. W. Dodson, A. M., president	Non-sect	2	0	4	34	14	3	4	3	11	0	0
1371	Tazewell College	Tazewell, Tenn	1840	J. E. Dodson, A. B.	Non-sect	2	0	150	150	130	22	10	0	0	0	0
1372	Union City District High School*	Troy, Tenn	1875	R. W. Erwin	M. E. So.	1	2	150	65	42	107	10	0	0	0	0
1373	Pleasant Grove Seminary	Tyner, Tenn	1880	W. J. Moore	Non-sect	2	1	167	65	42	107	10	0	0	0	0
1374	Washington College	Washington College, Tenn	1795	Rev. J. W. C. Willoughby, president.	Presb.	3	1	146	74	72	104	42	0	0	0	0
1375	Watanga Academy	Watanga, Tenn	1881	Thomas F. M. Smootz.	Non-sect	2	116	73	43	5	5	5	0	0	0	0
1376	Powell's Valley Seminary	Well Springs, Tenn	1880	W. A. Wright, A. M.	M. E.	(4)	27	15	12	20	7	0	4	0	0	0
1377	White Haven Academy	White Haven, Tenn	1884	Prof. Charles H. Leonard	Non-sect	1	16	52	54	8	5	0	3	0	0	0
1378	Edwards Academy	White Pine, Tenn	1879	D. W. Doran, A. M.	U. B.	1	29	15	14	26	3	0	0	0	0	0
1379	Male and Female Academy	Williamsport, Tenn	1875	Cassius R. Manning	F. W. B.	4	4	65	25	40	20	20	8	0	4	0
1380	Woolsey College*	Woolsey College, Tenn	0	R. L. Hood and Mrs. E. N. Hood.	Non-sect	1	4	47	(47)	0	0	0	0	0	0	0
1381	New Hope Academy*	Alto, Tex	1882	Mrs. R. K. Red	Non-sect	1	5	31	(31)	20	10	1	2	7	12	8
1382	Hood Seminary	Austin, Tex	1878	Jacob Bickler, A. M.	Non-sect	1	120	120	104	16	70	12	8	0	0	0
1383	Sluair, Female Seminary	Austin, Tex	1883	George Godding, trustee.	Non-sect	2	1	177	87	00	177	15	3	3	0	0
1384	Texas German and English Acad-	Bella, Tex	1882	Charles Carlton, president.	Non-sect	2	4	209	98	111	209	0	0	0	0	0
1385	emv	Bonham, Tex	1882	W. D. Allen, president.	Non-sect	2	2	120	120	75	55	10	20	100	0	0
1386	Carlton College	Bonham, Tex	1882	Rev. P. F. Parisot	R. C.	2	1	50	50	50	50	15	3	2	0	0
1387	Masonic Female Institute	Brownsville, Tex	1869	W. H. Whitely, A. M.	Comb. P.	4	2	180	90	06	156	30	15	60	20	30
1388	St. Joseph's College*	Buffalo Gap, Tex	1882	Henry M. D. Flecher	Non-sect	1	2	151	93	38	115	13	3	8	12	0
1389	Buffalo Gap College	Clarksville, Tex	1871	G. J. Rogers	Non-sect	6	8	603	296	307	306	07	34	207	63	13
1390	Clarksville High School	Clarksville, Tex	1882	G. J. Rogers	Non-sect	1	4	144	70	74	144	35	20	12	0	0
1391	Conanville College	Crockett, Tex	1882	B. C. Schumert	Non-sect	2	1	100	60	40	0	0	0	0	0	0
1392	Crockett Academy	Crockett, Tex	1887	A. L. Peleman, A. B.	M. E. So.	(4)	125	0	0	0	0	0	0	0	0	0
1393	Croco, Tex	Croco, Tex	1877	Rev. A. A. Johnson, A. M., president.	M. E. So.	2	2	126	60	66	126	32	14	10	8	0
1394	Daingerfield High School	Daingerfield, Tex	1870	S. A. Moreland	Non-sect	2	2	126	60	66	126	32	14	10	8	0
1395	Daingerfield College	Fairfield, Tex	1887	Frank P. Crow	Meth.	2	1	94	49	45	94	8	0	8	0	0
1396	Fairfield College	Fairfield, Tex	1881	I. W. Clark	Meth.	2	3	180	96	84	180	36	10	5	0	0
1397	Texas Wesleyan College	Fort Worth, Tex	1881	Rev. C. W. Campbell, pr. n.	M. E.	(2)	151	(151)	0	0	0	0	0	0	0	0
1398	Gonzales Male and Female School	Gonzales, Tex	0	Miss M. B. Browne, direct-	Miss M. B. Browne, direct-	1	3	120	57	63	120	0	0	0	0	0
1399	Homer Male and Female High School*	Homer, Tex	1880	W. E. Clark	W. E. Clark	1	3	120	57	63	120	0	0	0	0	0
1400	Honey Grove High School	Honey Grove, Tex	0	These statistics are for the year 1883-84.	These statistics are for the year 1883-84.	1	3	120	57	63	120	0	0	0	0	0
1401	Houston Seminary	Houston, Tex	1882	No spring session for 1885; reopened in the fall of 1885.	No spring session for 1885; reopened in the fall of 1885.	1	3	120	57	63	120	0	0	0	0	0
1402	Young Ladies' Boarding and Day School	Houston, Tex. (284 McKon-	1882	Miss M. B. Browne, direct-	Miss M. B. Browne, direct-	1	3	120	57	63	120	0	0	0	0	0
1403	Lancaster Masonic Institute*	Lancaster, Tex	1876	W. E. Clark	W. E. Clark	1	3	120	57	63	120	0	0	0	0	0

\* From Report of the Commissioner of Education for 1883-84.

b These statistics are for the year 1883-84.

c No spring session for 1885; reopened in the fall of 1885.

d Chartered at Greenville in 1879; removed to White Pine in 1883.

e Sex not reported.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1433	Livingston Academy .....	Livingston, Tex .....	1885	1881	D. C. Peacock .....	Baptist ..	2	1	80	38	42	...	6	...	...	...	3	...
1434	Bishop College.....	Marshall, Tex .....	1885	1881	Rev. S. W. Culver, A. M., president.	Baptist ..	3	4	256	(256)	240	14	2	...	...	...	...	...
1435	Wiley University .....	Marshall, Tex .....	1882	1873	Rev. N. D. Clifford, n. a., president.	M. E....	3	3	182	95	87	164	17	...	14	...	...	...
1436	Summer Hill Select School .....	Omen, Tex .....	1881	1878	A. W. Orr .....	Non-sect ..	3	3	129	76	53	42	28	5	4	3	5	0
1437	Hubbard College .....	Overton, Tex .....	1880	1880	Heard & Roberts .....	Union ..	3	3	150	85	65	130	20	30	...	...	...	...
1438	Piano Institute .....	Piano, Tex .....	1885	1882	W. F. Mister and T. G. Harris.	Non-sect ..	2	4	237	109	128	...	30	8	...	...	...	...
1439	English-German Academy* .....	Rockdale, Tex .....	0	1881	A. Berlinger .....	Non-sect ..	1	...	27	15	12	27	...	23	1	...	...	...
1440	Rusk Masonic Institute .....	Rusk, Tex .....	1885	1874	John Joss .....	Non-sect ..	1	2	100	60	40	56	8	0	3	4	2	0
1441	Alamo German-English School* .....	San Antonio, Tex .....	1860	1857	J. W. Schluwrith .....	Non-sect ..	3	3	189	113	76	189	...	61	...	...	...	...
1442	German-English School .....	San Antonio, Tex .....	1860	1857	William Barbeck .....	Non-sect ..	3	3	189	113	76	189	...	189	...	...	...	...
1443	St. Mary's Hall .....	San Antonio, Tex .....	1881	1880	Miss Philippa G. Stevenson. P. E. ....	P. E. ....	1	11	87	0	87	...	15	12	...	...	...	...
1444	St. Mary's Institute* .....	San Antonio, Tex .....	0	1852	Brother Feith .....	R. C. ....	14	0	450	450	0	450	0	165	...	...	...	...
1445	Ursuline Convent* .....	San Antonio, Tex .....	1881	1881	Sister St. Isabel, superior. M. E. So. ....	R. C. ....	17	250	250	250	250	100	100	...	...	...	...	...
1446	San Saba College .....	San Saba, Tex .....	1885	1882	W. J. Spillman, A. M., superior.	M. E. So. ....	3	2	150	(150)	...	...	28	13	...	...	...	...
1447	North Texas Female College .....	San Saba, Tex .....	1877	1885	W. J. Spillman, A. M., superior.	M. E. So. ....	3	2	150	(150)	...	...	28	13	...	...	...	...
1448	Sherman Institute .....	Sherman, Tex .....	1879	1879	J. G. Nash, A. M., and J. A. Ivey, A. M.	Non-sect ..	1	8	161	(161)	...	...	12	...	...	...	...	...
1449	Central College.....	Sulphur Springs, Tex .....	1884	1876	Rev. J. W. Adkisson, A. M. L. Weyer .....	M. E. So. ....	3	3	176	89	87	176	24	39	...	...	...	...
1450	St. Joseph's College and Diocesan Seminary* .....	Victoria, Tex .....	1884	1880	L. Weyer .....	R. C. ....	4	...	85	85	...	25	1	30	...	...	...	...
1451	Brigham Academy .....	Bakersfield, Vt. ....	1877	1879	Otis S. Johnson .....	Non-sect ..	1	2	113	55	53	87	26	4	4	3	5	0
1452	Barre Academy .....	Barre, Vt. ....	1819	1851	Edward H. Dutcher, A. B. ....	Cong. ....	3	4	117	55	62	82	35	20	35	...	4	...

1453	Goddard Seminary *	Barre, Vt.	1853	1870	Alston W. Dana	Univ	4	5	240	130	110	15	20	...	6	2	
1454	St. Agnes' Hall	Bellows Falls, Vt.	1869	1869	Miss Jane Hapgood	P. E.	...	5	20	...	...	15	20	...	...	...	
1455	St. Joseph's College	Burlington, Vt.	1863	1863	Henry H. Ross, A. M.	P. E.	...	5	1	45	45	0	27	18	8	11	4
1456	Vermont Episcopal Institute *	Burlington, Vt.	1857	1860	Benjamin W. Murch.	Non-sect	1	3	70	30	40	12	10	3	4	...	...
1457	Dorby Academy	Derby, Vt	1830	1839	L. E. Purper, A. M.	Non-sect	1	3	76	37	39	25	27	5	20	15	1
1458	Essex Classical Institute *	Essex, Vt	1853	1854	Albert G. Cox, A. M.	Baptist	1	1	86	43	40	6	0	0	0	0	0
1459	New Hampton Institute *	Fairfax, Vt	1852	1852	Darwin S. Waterman	Univ	1	2	70	36	40	63	4	0	...	...	
1460	Oleans Liberal Institute	Glover, Vt.	1845	1845	Miss H. Sibyl Sweet	P. E.	...	2	1	52	28	24	52	13	...	...	
1461	Chapman Hall	Higley, Vt.	0	1877	R. W. Holbard	Non-sect	1	2	95	45	56	75	20	...	...	...	
1462	Laurel Central Academy	Hyde Park, Vt.	0	1857	John Pickard, A. B.	Non-sect	1	4	160	81	109	143	47	2	29	...	...
1463	Black River Academy *	Ladlow, Vt.	1834	1834	Wallace E. Bangert, A. M.	Univ	5	4	163	90	73	39	19	3	0	...	...
1464	Lyndon Institute	Lynnton Center, Vt.	1857	1870	David B. Locke	Cong	1	1	14	17	24	33	7	1	6	2	1
1465	McIndoes Falls Academy	McIndoes Falls, Vt.	1853	1854	Rev. S. L. Eastman, A. M.	Meth	2	3	150	100	50	130	20	...	...	...	
1466	Newbury Seminary and Ladies Institute *	Newbury, Vt.	1833	1834	...	...	...	...	...	...	...	...	...	...	...	...	...
1467	Breeman Academy	New Haven, Vt.	1809	1869	Chris. C. Gove, A. M.	Non-sect	1	2	100	53	47	65	35	0	0	0	0
1468	Caledonia County Grammar School *	Pocahontas, Vt.	1795	1795	C. A. Bunker, A. M.	Non-sect	1	4	117	58	59	60	25	0	25	0	0
1469	Troy Conference Academy *	Poultney, Vt.	1834	1837	Rev. Charles H. Dunton, A. M.	M. E.	6	6	240	140	100	156	60	24	37	8	7
1470	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt	1870	1870	Sister St. Wilfred	P. E.	...	12	290	65	225	225	...	200	...	...	...
1471	St. Johnsbury Academy	St. Johnsbury, Vt.	1842	1843	Charles E. Putney, Ph. D.	Non-sect	6	8	350	185	165	195	175	40	75	20	5
1472	Vermont Academy	Saxton's River, Vt.	1876	1876	Horace M. Willard, A. M.	Baptist	3	2	195	103	87	117	40	43	30	10	5
1473	Green Mountain Perkins Academy	South Woodstock, Vt.	1818	1848	Charles Hial Darling	Univ	...	6	52	25	27	...	7	...	...	...	...
1474	Thetford Academy *	Thetford, Vt.	1819	1819	R. M. Weld, A. M.	Cong	1	2	62	25	27	...	...	...	...	...	...
1475	Leland and Gray Seminary	Townshend, Vt.	1834	1835	Frank B. Spaulding, A. B.	Baptist	2	3	62	30	32	...	...	...	...	...	...
1476	Bell Institute	Underhill, Vt	1840	1840	A. W. McDowell	Non-sect	1	1	55	30	30	18	7	4	3	1	...
1477	Williston Academy	Williston, Vt	0	1880	Frederick A. Carpenter	Non-sect	1	1	32	17	15	25	4	3	1	...	...
1478	School of the Bristoe Mission	Abbyville, Va	1823	1863	Rev. John A. Ramsay	U. P.	1	3	260	(250)	250	...	...	...	...	...	...
1479	Abington Male Academy	Abingdon, Va	1823	1863	James B. Baker	Non-sect	2	2	50	50	50	15	10	...	...	...	...
1480	Stonewall Jackson Institute *	Abingdon, Va	1868	1868	Alexander Q. Holladay	Presb.	2	2	67	67	67	14	22	0	...	...	...
1481	Clarens Home School *	Near Alexandria, Va	0	1877	Miss Virginia Mason	P. E.	1	5	25	0	25	23	14	0	0	0	0
1482	Bishopical High School of Virginia *	Near Alexandria, Va	1854	1859	Laurel M. Blackford, M. A.	P. E.	6	...	113	113	...	113	90	61	...	...	...
1483	Potomac Academy	Alexandria, Va	1869	1869	John S. Blackburn	P. E.	2	...	54	...	54	...	...	...	...	...	...
1484	St. John's Academy	Alexandria, Va	0	1863	Richard L. Carne, A. M.	R. C.	6	1	109	109	0	72	37	12	0	2	0
1485	St. Mary's Academy	Alexandria, Va	1869	1869	Sister Superior	R. C.	...	5	102	...	102	...	...	...	...	...	...
1486	St. Pious Academy	Ayletts, Va	1870	1871	Miss E. Page Robinson, A. M.	Baptist	0	2	15	15	0	15	15	10	12	5	0
1487	New London Academy	Bedford Springs, Va	1795	1795	Rev. B. W. Mosley, A. M.	Non-sect	3	1	46	34	12	35	18	6	15	2	0
1488	Yeatess Lower Free School	Belleville, Va	0	1731	J. A. Williams	Non-sect	1	0	37	20	17	37	1	0	0	0	0
1489	Yeatess Upper Free School	Belleville, Va	1803	1731	...	Non-sect	1	0	...	...	...	...	...	...	...	...	...
1490	Bethel Classical and Military Academy.	Bethel Academy, Va.	0	1869	Mag. Albert G. Smith	Non-sect	6	0	99	99	0	60	38	18	5	1	2
1491	Abington District High School f	Bickley's Mills, Va	0	1872	G. C. Fisher, A. M.	M. E. So.	...	...	...	...	...	...	...	...	...	...	...
1492	Bowling Green Female Seminary *	Bowling Green, Va	1866	1866	Rev. Edgar H. Rowe and Mrs. Wm. T. Chandler.	Meth ...	2	6	93	7	86	99	20	75	...	...	...

\* From Report of the Commissioner of Education for 1883-'84.

d For 22 weeks; this is a village high school.

e The Yeates' schools are about six miles apart; they have the same board of trustees, and are supported by private endowment.

f These statistics are for the year 1883-'84.

\* From Report of the Commissioner of Education for 1883-'84.

a Discontinued at the close of the school year 1884-'85.

b Reorganized in 1876.

c Reorganized in 1883.





1513	Suffolk Military Academy	Suffolk, Va	0	1875	Joseph King, A. M.	Non-sect	2	35	55	20	8	4	3	3
1514	Brington Female Institute	Waketon, Va	0	1855	Rev. J. E. Garlick, A. M., D. D.	Baptist	2	1	20	0	20	10	5	
1515	Prince Edward Academy	Worham, Va	1873	1873	William H. Whiting, Jr., A. M.	Non-sect	2	29	29	20	26	7	10	3 12
1516	Trinity Hall Female College	Wytheville, Va	1884	1884	Rev. Alex. Phillips, A. M., president.	Lutheran	2	6	103	10	98	103	12	25
1517	Charlestown Male Academy	Charlestown, W. Va	1797	1797	Edmund R. Taylor	Non-sect	2	0	56	50	0	56	27	9 0 0 0
1518	Academic department of Storer College.	Harper's Ferry, W. Va.	1868	1868	Rev. Nathan C. Brackett, A. M.	Fr. Bapt	3	3	217	125	92	269	5	10
1519	Randolph Male Academy	Intonsville, W. Va	1884	1884	Capt. J. W. McLeod	Non-sect	2	1	40	40	9	49	25	
1520	Morgantown Female Seminary	Morgantown, W. Va	1851	1851	Mrs. J. E. Moore	Non-sect	3	33	4	24	20			
1521	Shelton College*	St. Albans, W. Va	1883	1883	P. E. Reynolds	Baptist	45	(45)						
1522	Union Collegiate Institute	Wheeling, W. Va	1868	1868	Miss Pauline H. Seguin	Non-sect	1	3	70	70	70	5	10	
1523	Algon Academy and Normal Institute.*	Albion, Wis	1863	1863	F. E. Williams	S. D. Bapt	4	3	675	417	69	5	5	
1524	Evansville Seminary	Evansville, Wis	1865	1865	Rev. J. Emory Coleman, A. M.	Fr. Meth	1	5	151	63	88	80	2	7 2
1525	Merrill Institute*	Fond du Lac, Wis	1869	1869	Miss Ida C. V. Martin	Non-sect	3	40		40				
1526	College of the Mission House	Franklin, Wis	1868	1868	H. A. Muehlmeier	Ref. m'd.	6	0	72	72	0		72	
1527	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Warner	Non-sect	3	4	64	4	60	50	10	0 0 0
1528	St. Regina Academy	Madison, Wis			Sister Mary Chrysostom, directress	R. C	11	180		180				
1529	St. Lawrence College	Marshfield, Wis. (P. O., Mt. Calvary)		1865	Rev. P. A. Rodenstein	R. C	12	76	76		76	64	76	12
1530	St. Mary's Catholic School*	Marshfield, Wis		1882	Sister Mary Utha	R. C		5	203	80	113			
1531	All Saints' Cathedral School	Milwaukee, Wis. (222 D'Visionstreet)		1867	Miss Anna L. Dean	P. E	0	3	75	39	26	73		
1532	Concordia College	Milwaukee, Wis	1882	1882	Emil Hamann	Ev. Luth	6	141	144		114		144	
1533	English, German, and French School.	Milwaukee, Wis			Miss Rachel Stowell	Non-sect		3	20	15	5	50	10	5
1534	German and English Academy	Milwaukee, Wis	1873		Dr. Hermann Dörner		4	6	152	95	57			
1535	Marquette College*	Milwaukee, Wis	1864	1881	Rev. Isidore J. Boudreaux, s. J., president.	R. C	8	138	138		138	70		
1536	St. Mary's Convent Day School.	Milwaukee, Wis	1869	1850	Sister Mary Ernesta, s. s. of s. J., president.	R. C	2	15	432	22	410	412	20	432
1537	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Semplicia, s. N. D.	R. C	4	18	102		102	83	9	62
1538	William Schief's Select School	Milwaukee, Wis		1876	William Schief		1	20	14	6	16	4	20	3 1 6 4
1539	Oconomowoc Seminary	Oconomowoc, Wis	1855	1856	Miss Grace P. Jones	P. E								
1540	College and University of the Prairie du Chien, Wis.	Prairie du Chien, Wis.	1881	1880	Very Rev. William Becker, s. J., president.	R. C	14	112	112		42	58	102	12
1541	Sacred Heart.*	Prairie du Chien, Wis	1877	1872	Sister M. Seraphia	R. C		16	130		130			
1542	St. Mary's Institute	Racine, Wis. (926-924 Park avenue).	0	1877	Rev. and Mrs. J. G. McMurry, phy.	P. E	2	5	63	10	53	6	3	0 0 0
1543	St. Catharine's Female Academy*	Racine, Wis	1874	1866	Sister M. Hyacintha, o. s. d., president.	R. C		10	147		147	147	70	
1544	Rochester Seminary	Rochester, Wis	1867	1867	A. J. Marshall	F. W. Bapt	1	4	125	51	74	96	29	16 6
1545	Seminary of Saint Francis of Sales.	Saint Francis Station, Wis	0	1856	Very Rev. Augustine Zelniger.	R. C	12	260	260		140			
1546	Institute of the Holy Family	Silver Lake, Wis			Mother M. Offilia, superior.	R. C								
1547	Institute of Our Lady of the Sacred Heart.	Watertown, Wis	1872	1872	Rev. John O'Keefe, s. c. s., president.	R. C	8	100	100		100	50	25	14
1548	Carroll College Academy*	Waukesha, Wis	1845	1846	Walter L. Rankin, A. M.	Presb.	2	3	119	68	51	21	14	84

b Rechartered in 1880.

a Average for a term.

\* From Report of the Commissioner of Education for 1883-84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

No.	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1549	Augustana College .....	Canton, Dak.	1881	1881	M. D. Miller .....	Ev. Luth.	3	1	68	47	21	63	.....	.....	.....	.....	.....	.....
1550	St. Joseph's Academy .....	Fargo, Dak.	.....	.....	Mother M. John Hughes .....	R. C.	.....	.....	175	75	100	160	15	.....	.....	.....	.....	.....
1551	St. Bernard's Ursuline Convent .....	Grand Forks, Dak.	0	1883	Mother Stanislaus Ratter .....	R. C.	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
1552	Dakota Collegiate Institute .....	Sioux Falls, Dak.	.....	1881	E. B. Meredith, A. M., D. D., president.	Baptist.	5	5	103	(103)	.....	64	12	3	7	0	0	0
1553	Academy of the Holy Cross .....	Washington, D. C. (1312 Massachusetts avenue).	1877	1883	Sister M. Perpetua, directress.	R. C.	.....	15	113	23	90	.....	.....	.....	.....	.....	.....	.....
1554	Academy of the Sacred Heart of Mary .....	Washington, D. C. (Eighteenth and C sts. s. w.).	1870	1868	Sister M. Alexius, O. S. D.	R. C.	.....	10	90	.....	90	25	.....	.....	.....	.....	.....	.....
1555	Academy of the Visitation .....	Washington, D. C. (Con- necticut ave. and L st.).	1853	1850	Sister Mary Rosa Mullen, superior.	R. C.	.....	16	126	126	126	126	.....	.....	.....	.....	.....	.....
1556	Arlington Academy .....	Washington, D. C. (Cor- coran building).	.....	1880	Barton Macafee, A. M., M. D.	Non-sect.	3	0	36	36	0	15	11	.....	11	8	.....	.....
1557	Boys' English and Classical High School .....	Washington, D. C. (lock box 533).	.....	1868	John W. Hunt, A. M.	Non-sect.	1	.....	25	25	.....	25	15	.....	3	2	1	.....
1558	Church School for Young Ladies .....	Washington, D. C. (1213 Twelfth street, n. w.).	.....	1869	Euphemia H. MacLeod .....	P. E.	1	3	24	4	20	.....	.....	.....	.....	.....	.....	.....
1559	Eckstein Seminary .....	Washington, D. C. (1301 Corcoran street).	0	1878	Z. Richards .....	Non-sect.	1	1	20	(20)	20	0	0	0	0	0	0	0
1560	Friends' Select School .....	Washington, D. C.	.....	1883	Thomas W. Sidwell .....	Friends.	2	3	58	50	8	48	10	11	.....	.....	.....	.....
1561	McDonald-Ellis School .....	Washington, D. C. (1305 Seventeenth st. n. w.).	.....	1883	Mrs. L. P. McDonald and Miss Anna Ellis.	Non-sect.	2	11	98	.....	98	83	15	96	1	4	2	.....
1562	Mt. Vernon Seminary .....	Washington, D. C. (1100 M street).	0	1875	Mrs. Elizabeth J. Somers .....	Non-sect.	4	11	127	.....	127	83	39	73	2	3	3	.....



1563	The Norwood Female Institute*.	Washington, D. C. (1212 and 1214 Fourteenth st.), Washington, D. C. (306 Indiana avenue).	1882	Mrs. Wm. Mrs. William D. Coburn.	Non-sect	6	10	70	0	70	0	7	2	1
1564	Rittenhouse Academy.	Washington, D. C. (306 Indiana avenue).	1840	O. C. Wight.	Non-sect	1	0	25	25	0	13	13	0	7
1565	St. Cecilia's Academy.	Washington, D. C. (601 East Capitol street).	1877	Sister M. Aquina.	R. C.	...	5	114	17	97	103	11	...	...
1566	St. John's Collegiate Institute.	Washington, D. C. (Ver- mont avenue).	1889	Rev. Brother Tobias, pres- ident.	R. C.	9	...	185	185	...	185	20	35	...
1567	Washington Collegiate Institute.	Washington, D. C. (1023 Twelfth street).	1874	Mrs. Zelia D. Bucher.	Non-sect	2	8	26	0	26	7	5	...	...
1568	Waverley Seminary.	Washington, D. C. (1537 I street).	1878	Mrs. S. A. Lipscomb.	Non-sect	3	6	...	...	...	...	0	0	0
1569	West End Seminary.	Washington, D. C. (1915 II street).	1873	Miss Virginia Faust.	...	...	3	20	...	20	2	4	...	...
1570	Lewis Collegiate Institute.	Lewistown, Idaho.	1882	Rev. Levi Tarr, A. M., presi- dent.	M. E.	1	4	81	25	56	36	11	...	4
1571	Armstrong Orphan School.	Armstrong (T. O., Caddo), Ind. Ter.	1884	Rev. W. J. B. Lloyd.	Presb. So	1	1	50	50	50	...	...	...	...
1572	Harrell International Institute.	Muskogee Ind. Ter.	1881	Rev. Theodore F. Brower.	M. E. So.	1	4	122	45	77	122	...	...	...
1573	Indian University.	Muskogee Ind. Ter.	1881	A. C. Bacon, A. M., president.	Baptist	2	4	109	51	58	87	22	7	...
1574	Sponcer Academy.	Nelson (Choctaw Nation), Ind. Ter.	1842	Rev. H. R. Schermerhorn.	Presb.	3	1	100	100	0	100	5	0	4
1575	New Hope Female Seminary.	Oak Lodge Ind. Ter.	1842	Rev. E. A. Gray.	M. E. So.	(4)	53	...	...	53	...	...	...	...
1576	Choctaw Female Seminary.	Near Tishomingo Ind. Ter.	1850	Miss E. Florence Wilson.	Non-sect	0	5	100	100	...	100	36	...	3
1577	Choctaw National Male Sem- inary.	Tahlequah Ind. Ter.	1846	W. I. Davis, A. M.	Non-sect	5	...	211	...	211	150	...	...	...
1578	Worcester Academy.	Vinita (Choctaw Nation), Ind. Ter.	1882	Frank Wilfrid Hallinger.	Cong.	...	1	4	168	70	98	150	9	3
1579	Wheelock Seminary.	Wheelock (Choctaw Na- tion) Ind. Ter.	1882	W. B. Robe, superintendent.	Presb. N	1	5	50	2	48	50	...	...	...
1580	St. Nicholas Academy.	Bernalillo, N. Mex.	1872	Rev. Brother Gabriel of Mary.	R. C.	2	2	264	137	127	48	15	10	3
1581	Las Vegas Academy.	Las Vegas, N. Mex.	1880	Walter H. Ashley, A. M., M. D.	Non-sect	3	4	130	80	70	...	...	...	...
1582	Las Vegas College.	Las Vegas, N. Mex.	1877	Rev. Salvador Person, S. J.	R. C.	...	10	2	247	0	233	14	247	6
1583	Las Vegas Female Seminary.	Las Vegas, N. Mex.	1883	Rev. J. R. A. Vaughan, A. M.	M. E. So.	(4)	94	...	98	...	...	...	...	20
1584	The Albuquerque Academy*.	New Albuquerque, N. Mex.	1879	Rev. J. R. McPherson.	Cong.	1	5	327	177	130	287	10	40	2
1585	Academy of Our Lady of Light.	Santa Fe, N. Mex.	1874	Prof. A. Francisca Lamy.	R. C.	...	...	...	...	...	...	...	...	...
1586	Christian Brothers' College.	Santa Fe, N. Mex.	1859	Brother Doherty.	R. C.	8	...	...	...	...	...	...	...	...
1587	Santa Fe Academy.	Santa Fe, N. Mex.	1878	J. S. Eastman, A. M., M. D.	R. C.	1	3	107	60	...	120	0	3	0
1588	Willard Academy.	American Fork, Utah.	1881	Miss Clara Pierce.	Presb.	...	...	...	...	...	...	...	...	...
1589	Hooper Free School.	Hooperville, Utah.	1881	Miss Abby E. Parks.	Cong.	2	76	45	31	...	...	...	...	...
1590	Brighton Young College.	Logan, Utah.	1878	J. Z. Stewart, president.	Presb.	4	5	204	(204)	...	...	...	...	...
1591	Cachoe Valley Seminary.	Logan, Utah.	1878	Mrs. C. M. Parks.	Presb.	...	...	...	...	...	...	...	...	...
1592	Wahatch Academy.	Mount Pleasant, Utah.	1875	Miss M. Reekman.	Presb.	...	...	...	...	...	...	...	...	...
1593	Ogden Academy.	Ogden, Utah.	1880	Rev. A. W. Adkinson.	M. E.	0	3	108	54	54	...	...	...	...
1594	School of the Good Shepherd*.	Park City, Utah.	1870	Prof. Charles G. Davis.	P. E.	1	2	120	64	56	...	...	...	(3)
1595	Park City Seminary.	Park City, Utah.	1884	H. J. Blake.	M. E.	1	1	2	160	(160)	...	...	...	(2)
1596	Brighton Young Academy.	Provo City, Utah.	1875	Karl G. Masser.	M. E.	1	...	72	30	42	...	...	...	...
1597	Brighton Young Academy.	Provo City, Utah.	1873	Ernesta Smith.	M. E.	1	...	170	105	74	...	...	...	...

*d* Reincorporated March, 1883.

*b* Reopened in 1892.

From Report of the Commissioner of Education for 1883-'84.

—

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
The Jones High School.....	Salt Lake City, Utah.....		1871	Marcus E. Jones, A. M	P. E	2	6	59	38	61	86	21	15	9		2			
Rowland Hall.....	Salt Lake City, Utah.....		1867	Mrs. Olive C. Beauchamp	P. E	3	10	472	269	233	436	16							
St. Mark's School.....	Salt Lake City, Utah.....		1878	Rev. G. D. B. Miller, A. M	Cong	2	4	210	110	139					(4)				
Salt Lake Academy.....	Salt Lake City, Utah.....		1875	Edward Jenner, A. M	Presb.	3	5	330	175	155					(5)				
Salt Lake Collegiate Institute.....	Salt Lake City, Utah.....		1870	John McC. Coyner, Ph. D	M. E.	2	2	135	111						(6)				
Salt Lake Seminary.....	Salt Lake City, Utah.....		1879	Rev. Thomas W. Lincoln, A. M	Cong	2	5	246	125	116	23	8	0	4	7	0	3		
Alden Academy*.....	Anacortes (Fidalgo Island), Wash. Ter.			Prof. E. O. Tade, B. D															
Grace Seminary.....	Centrella, Wash. Ter.		1884	Miss Lizzie Rondebush	Baptist.		1	18	6	12									
Benj. P. Cheney Academy.....	Cheney, Wash. Ter.		1881	James W. Dow	Non-sect	1	3	212	109	103	40								
Colfax Academy.....	Colfax, Wash. Ter.		1883	E. T. Trimble, A. M	Baptist.	1	5	96	46	50	92	4	0	1	3	0	0		
Colville Indian Industrial Board- ing School for Boys*.....	Fort Colville, Wash. Ter.		1880	Rev. A. M. Folschi, s. J.	P. C	4		20	20		20			5					
Goldendale Academy.....	Goldendale, Wash. Ter.																		
Washington Seminary.....	Huntsville, Wash. Ter.		1880	C. W. Dean, A. M	U. B	2	1	42	16	26	37	5							
Chehalis Valley Academy.....	Montesau, Wash. Ter.		1883	Rev. S. Caldwell	Presb.	1	1												
Steilacoom Normal Academy.....	Steilacoom, Wash. Ter.		1882	Rev. A. T. Burnell, A. M	Cong	1	1	66	30	36	61	5		4	0	1			
Summer Academy.....	Sumner, Wash. Ter.		1884		Presb.														
Annie Wright Seminary.....	Tacoma, Wash. Ter.		1884	Mrs. Lemuel H. Wells	P. E	3	6	94	94	77	27	34							
Holy Angels' College.....	Vancouver, Wash. Ter.		1866	Rev. Louis de G. Schram, director.	R. C	3	0	80	80	80	80	8	0	18	6	1	0		
St. Paul's School.....	Walla Walla, Wash. Ter.		1872	Rev. Henry D. Lathrop, D. D.	P. E	1	8	60		60		15	5						
St. Mary's School*.....	Laramie City, Wyo. Ter.		0	Sister Alberta	R. C	0	4	85	35	50						2			

\* From Report of the Commissioner of Education for 1883-'84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.					Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
1 Andrews Institute.....	x		x	x	0	0	0	0	\$10-30	\$5,500						40	Aug. 1st Monday.
2 Athens Male Academy.....	x				0	0	0	0	20-40	0,000					\$1,000	20	August 17.
3 Trinity Normal School*	x	x	x	x	0	0	0	10	8	13,000	\$0				414	30	October 1.
4 Wilcox Male and Female Institute	x	x	x	x	x	x	0	0	40	0,000	\$0				5,500	40	September 14.
5 Carrollton Male and Female Academy*	0	0	x	x	0	0	0	0	230	4,000	0				1,500	38	September 15.
6 Dadeville Masonic Institute*	0	0	x	x	x	x	0	0	32-4	2,500					1,000	40	October 1.
7 Dadeville Select High School.....	0	0	x	x	0	0	5	5	20-45	21,200	0				1,800	40	October 1.
8 Dadeville Seminary.....	x	x	x	x	0	0	140	38	5	2,500	500				563	36	September 1.
9 Decatur Male and Female Seminary.	x	x	x	x	0	0	120		20-50	6,000	0				2,060	36	September 27.
10 Fayette County Male and Female Institute.	0	0	0	x	0	0	0	0	27,35	2,500	0					36	September.
11 Snow Hill Academy.....	x	x	x	x	0	0	0	0	19-38	2,500					2,000	38	September 15.
12 Gaylesville High School.....			x	x	0	0	0	0	13-38	1,000	0				977	36	Oct. 1st Monday
13 Greene Springs School*	0	0	0	0	x	x	2,500	50	2195		0					37	October 1.
14 South Alabama Female College*		x	x	x	0	0	0	0	60	2,500	0					40	September 1.
15 Grove Hill Male and Female School.		x	x	x	0	0	0	0	20-30	2,500	0				300	35	September 7.
16 Travis Academy.....					0	0	0	0	20-30	500	0					38	September 22.
17 Helena Collegiate Institute.....	x	x	0	0	0	0	0	0	20	1,500	0				0	40	September 1.
18 Lowrey's Industrial Academy*			x	x	0	0	75	36	30-48	2,500	0				667	20	Sept. 1st Monday.
19 Miss M. A. Gruso's Private School			x	x	0	0			20-40	2,000					2,000	40	September 1.
20 La Fayette Male and Female High School*	0	0	x	x	0	0										40	Sept. 1st Monday.
21 Cedar Grove Academy*	0		x						30-50	8,000					350	43	September 1
22 German Evangelical Lutheran School.	x		0	0					10								

\* From Report of the Commissioner of Education for 1883-'84.

a Average charge.

b Charge for a month.

c Value of grounds and buildings.

d Includes board.

e Income from sale of mulberry trees and silk-worm eggs.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

No.	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free band.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
23	Home and Day School.....	x	x	x	x	0	x	0	0	\$75.90	\$12,000			\$2,650	39	Sept., 4th Monday.
24	Towle's Institute for Boys.....	x	x	x	x	0	x	0	0	30-60	20,000	\$0	\$0	3,000	36	September 29.
25	Hamner Hall, Collegiate Institute for Girls.	.....	x	x	x	0	0	100	100	20-50	2,000	0	0	3,500	40	Sept., 1st Monday.
26	Opelika Seminary.....	0	0	0	0	0	0	0	0	36	8,000	0	0	1,000	40	September.
27	J. J. Williams' Select School.....	0	0	0	0	0	0	100	0	174-424				2,000	40	September 7.
28	William and Emma Austin College.....	x	x	x	x	x	x	3,000								
29	Young Ladies' Academy of the Visitation.*															
30	Germulia Institute*.....		0	x	x	0	0			640	5,000			3,000	40	September.
31	Talladega College.....	x	x	x	x	0	x	3,000	25	10	60,000	22,000	1,320	1,567	36	October 6.
32	Talladega Male School.....	0	0	0	0	0	0	0		50					40	September 1.
33	Tuscaloosa Male High School.....					0	0			46					36	September 15.
34	Deshler Female Institute.....															
35	Alabama High School.....					0	x									
36	Central Collegiate Institute*.....	x	x	x	x	0	x	300	50	30-50	6,000			3,500	36	September 21.
37	Arkadelphia Baptist High School*.....	0	0	0	0	0	0	0	0	15-40	20,000			1,800	40	September 4.
38	Barren Fork Academy.....	0	0	0	0	0	0	0	0	60	1,000	0	0	6400	40	Sept., 1st Monday.
39	Scientific and Normal School*.....	x	x	x	x	0	x	100	100	124-174	5,500			32	October.	
40	Fort Smith District High School.....	x	x	x	x	x	x	650	150	9-27	5,500			1,012	36	September 1.
41	Clinton Male and Female Academy.*	x	x	x	x	x	x	600	100	18-31	6,000			3,000	36	Sept., 2d Monday.
42	Independent High School*.....						x	200	200	15-25	3,000			2,200	40	Sept., 1st Monday.
43	Evening Shade High School*.....						x	100	100	20-40	2,000			1,500	40	September.
44	Helena Female Seminary.....	x	x	x	x	0	x	15-50	100	20-100	2,500			1,500	40	Sept., 1st Monday.
45	Lea Crosse Collegiate Institute.....					0	0	0	0	20-50	1,200	0		1,200	40	Sept., 1st Monday.
46	Leo High School.....	x	x	x	x					d3	1,500		e675	1,200	38	September 14.
47	Arkansas Female College.....	0	0	x	x	0	0	300	0	25-60		0	0	5,000	40	Sept., 1st Monday.
48	Marianna Institute.....	0	0	x	x	0	0	0	0	20-50	8,000	0	0	1,500	40	October 1.
49	Melbourne Academy.....					0	0	0	0	d3						

50	Prairie Grove Institute *	x	x	x	0	0	200	200	11,000	8,000	533	40	September 7.
51	Quinn's Male and Female College	x	x	x	0	0	600	600	12,000	12,000	5,225	40	Sept., 1st Monday.
52	Rogers Academy	x	x	x	0	0	7	7	7,000	7,000	1,553	36	September 1.
53	Searcy Male and Female College.	x	x	x	0	0	7	7	30	30		40	Sept., 1st Monday.
54	Texasiana Gymnasium *	x	x	x	0	0						41	August 1.
55	Buckner College.	x	x	x	x	x	500	500	11,000	11,000		40	July 30.
56	St. Catherine's Academy	x	x	x	x	x	1,500	200	20,000	20,000	4,400	40	Aug., 1st Monday.
57	Young Ladies' Seminary	0	x	x	0	0	150	150	6,000	6,000	25,200	40	August 1.
58	Bowens Academy	x	x	x	0	0	400	10	40,000	40,000	1,000	40	July.
59	Lifton Springs College*	x	0	0	x	x	200	30	8,000	8,000	5,066	40	August 6.
60	Gilroy Seminary	x	x	x	x	x	300	10	35,000	35,000	4,200	40	September.
61	Healdsburg College	x	x	x	x	x	400	50	47,000	47,000	73,000	40	Aug., last Wedny.
62	Washington College	x	x	x	0	0	650	50	73,000	73,000		44	Aug., 1st Monday.
63	Lakeport Academy.	x	x	x	x	x	1,350					40	July 23.
64	College of Notre Dame.	x	x	x	x	x						40	August 5.
65	Napa College.	x	x	x	x	x						40	July 16.
66	Miss Esbee's School for Young Ladies.*	x	x	x	x	x						40	August.
67	Convent of Our Lady of the Sacred Heart.	x	x	x	x	x						40	August 4.
68	Misses Field's Home School for Young Ladies.	x	x	x	x	x						40	August 19.
69	Hopkins Academy	x	x	x	x	x						40	January 1.
70	Perry Seminary	x	x	x	x	x						40	Aug., 1st Monday.
71	Sackett School.	x	x	x	x	x						40	July 5.
72	St. Joseph's Academy	x	x	x	x	x						40	July 20.
73	Spell Seminary for Young Ladies*	x	x	x	x	x						40	June 1.
74	Placerville Academy	x	x	x	x	x						40	July.
75	Howe's High School and Normal Institute.	x	x	x	x	x						40	July, last Monday.
76	Sacramento Institute.	x	x	x	x	x						40	August 1.
77	Sacramento Select School *	0	x	x	0	0						40	July.
78	St. Joseph's Academy	x	x	x	x	x						40	July 12.
79	Young Ladies' Seminary	0	x	x	0	0						40	July 28.
80	College of Notre Dame of San Francisco.	x	x	x	x	x						40	August 1.
81	Irving Institute	x	x	x	x	x						40	July 17.
82	Sacred Heart College.	0	x	x	x	x						40	August 14.
83	University (City) College*	x	x	x	x	x						40	August.
84	Urban School.	x	x	x	0	0						40	July.
85	Van Ness Seminary	x	x	x	x	x						40	July 13.
86	Miss West's School for Girls	x	x	x	x	x						40	July 28.
87	Zeitska Institute*	x	x	x	x	x						40	August 1.
88	Home Seminary	0	x	0	x	x						40	July 17.
89	Laurel Hall*	x	x	x	x	x						40	August 14.
90	St. Matthew's Hall	x	x	x	x	x						40	August.
91	Sun Rafael Institute	x	x	x	x	x						40	July.

\*Includes board.

g Charge for a month.

h Value of apparatus and furniture.

d Average charge for a month.

e Income from State fund and for the support of the school during the free term of three months.

f local tax, which is used

\*Trove Report of the Commissioner of Education for 1883-'84.

a Average charge.

b For four months.

c These statistics are for the year 1883-'84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?	Free hand.	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
			Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
92 School of the Holy Cross.....	×	×	×	×	0	×	200	15	\$150	\$16,000	.....	.....	.....	44	July.
93 California Normal College.....	×	×	×	×	×	×	3,000	0	56	12,000	.....	.....	.....	40	August 4.
94 San Joaquin Valley College.....	×	×	×	×	×	×	850	50	30-50	250,000	\$15,000	\$750	\$1,600	36	September 2.
95 Colorado Seminary*.....	×	×	×	×	×	×	800	50	80	100,000	.....	.....	2,251	40	September 3.
96 Wolfe Hall*.....	×	×	×	×	0	×	2,500	150	60	100,000	\$1,500	.....	12,000	40	September 1.
97 St. Mary's School.....	×	×	×	×	0	×	320	0	0	2,000	0	.....	3,200	40	September 1.
98 Pueblo Collegiate Institute.....	×	×	×	×	0	×	100	100	50	16,000	0	.....	1,200	38	September 1.
99 Tiltonson Academy.....	×	×	×	×	0	×	100	0	30	12,000	0	.....	.....	37	September 17.
100 Academy of the Holy Family.....	×	×	×	×	×	×	1,000	100	100	25,000	.....	.....	.....	39	September 16.
101 Hillside Seminary.....	0	0	×	×	0	×	1,000	100	100	25,000	.....	.....	.....	39	September 17.
102 Park Avenue Institute.....	0	0	×	×	×	×	1,400	100	60	25,000	.....	.....	.....	39	September 17.
103 Curtis School for Boys.....	×	×	×	×	×	×	1,400	100	60	25,000	.....	.....	.....	39	September 17.
104 Morgan School*.....	×	×	×	×	×	×	1,400	100	60	25,000	.....	.....	.....	39	September 17.
105 Bacon Academy.....	0	0	×	0	×	×	1,700	70	21-32	8,000	35,000	1,900	.....	40	Sept. 1st Tuesday.
106 Housatonic Valley Institute.....	0	0	×	×	0	0	1,700	45	45	15,000	.....	.....	.....	40	Sept. 1st Monday.
107 Elmwood Academy*.....	0	0	×	×	0	0	2,000	0	6150	.....	.....	.....	700	39	September 22.
108 Durham Academy.....	0	0	×	×	0	0	2,000	0	21,20	.....	.....	.....	380	30	Sept. 1st Monday.
109 Gildersleeve High School.....	×	0	×	×	×	×	400	40	21,20	8,550	12,000	000	.....	38	September 7.
110 French-American Institute.....	0	0	0	0	0	×	400	0	40-100	1,000	.....	.....	.....	38	Sept. 3d week.
111 Guilford Institute.....	0	0	0	0	0	×	200	0	10,20	15,000	18,000	1,080	1,500	38	Sept. 1st Monday.
112 Brainerd Academy.....	×	×	×	×	×	×	0	0	20	8,000	.....	112	.....	36	September 23.
113 Miss Haines's School for Young Ladies and Girls.....	×	×	×	×	×	×	300	.....	6000	50,000	.....	.....	.....	36	September 8.
114 Select School for Boys and Girls*.....	×	×	×	×	×	×	325	.....	30	.....	.....	.....	.....	36	September 10.
115 Rocky Dell Institute*.....	0	0	×	×	0	×	480	.....	60	25,000	.....	.....	2,500	40	September 10.
116 Elmwood School for Boys.....	0	0	×	×	0	0	1,000	.....	61,000	25,000	.....	.....	25,000	52	November.
117 Milford Classical Academy.....	0	0	0	0	0	0	0	0	20-40	2,500	.....	.....	1,500	40	September 14.
118 Mystic Valley English and Classical Institute.....	×	×	×	×	×	×	500	25	50	10,000	55	.....	3,000	40	August, last Mon







		0	x	x	x	x	0	0	x	0	0	1,000	0	20-40	1,800	40	September 1.
191	Cedartown Male and Female Acad- emy.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42	September 15.
192	Clarksville High School	0	0	0	0	0	0	0	0	0	0	1,200	0	60	2,000	40	July, 2d Monday.
193	Cochran Academy*	0	0	0	0	0	0	0	0	0	0	300	0	12-24	650	33	Jan., 2d Monday.
194	Slade's School for Boys.	0	0	0	0	0	0	0	0	0	0	2,000	0	44-36	0	40	September 1.
195	Concord Academy *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38	Nov., 1st Monday.
196	Conyers Male and Female Acad- emy.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	January.
197	Oakland Seminary	x	0	0	0	0	0	0	0	0	0	2,000	0	20	800	38	January 18.
198	Corinth High School	x	0	0	0	0	0	0	0	0	0	1,000	0	20 25-30	700	40	Jan., 1st Monday.
199	Crawford Academy	0	0	0	0	0	0	0	0	0	0	1,000	0	15-35	900	40	January 18.
200	Crawfordville Academy *	0	0	0	0	0	0	0	0	0	0	1,000	0	e 25	1,300	40	Jan., 1st Monday.
201	Culloden High School *	0	0	0	0	0	0	0	0	0	0	1,000	0	e 28	500	32	October 5.
202	Cuscuta Academy *	0	0	0	0	0	0	0	0	0	0	10,000	0	20-40	200	41	Jan., 2d Wednesday.
203	Howard Normal School.	0	0	0	0	0	0	0	0	0	0	400	0	15-30	0	17	Jan., 2d Monday.
204	Crawford High School *	x	x	x	x	x	0	0	0	0	0	600	0	a 2-4	800	40	July.
205	Dellhi High School	x	x	x	x	x	0	0	0	0	0	500	0	15-30	600	40	January 1.
206	Danielsville High School*	0	0	0	0	0	0	0	0	0	0	2,500	0	20	1,100	40	Aug., 3d Monday.
207	Farmersville Academy	x	x	x	x	x	0	0	0	0	0	2,500	0	20-40	0	40	January 14.
208	Duluth Academy	0	0	0	0	0	0	0	0	0	0	1,500	0	e 23	900	40	August, 3d week.
209	Eastman High School	0	0	0	0	0	0	0	0	0	0	500	0	10-20	500	40	Jan., 1st Monday.
210	Elberton Female Collegiate Insti- tute.*	0	0	0	0	0	0	0	0	0	0	1,800	0	18-27	900	36	July 14.
211	Elberton Military Academy	0	0	0	0	0	0	0	0	0	0	800	0	0	0	38	September 21.
212	Moss Hill Academy *	0	0	0	0	0	0	0	0	0	0	500	0	0	0	40	January 14.
213	Ellips Seminary	0	0	0	0	0	0	0	0	0	0	5,000	0	20-40	300	40	January.
214	Excelsior School	0	0	0	0	0	0	0	0	0	0	1,500	0	51	0	28	November.
215	Farburn Academy *	0	0	0	0	0	0	0	0	0	0	2,000	0	a 24	2,000	40	September 1.
216	Select English and Classical School b	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	September 1.
217	Andon Academy *	x	x	x	x	x	0	0	0	0	0	10,000	0	10-50	600	40	November 12.
218	Hilliard Male Institute.	x	x	x	x	x	0	0	0	0	0	300	0	20-25	0	40	January.
219	Anderson Academy *	0	0	0	0	0	0	0	0	0	0	600	0	15-20	0	40	January.
220	Academy *	0	0	0	0	0	0	0	0	0	0	1,000	0	20	7750	40	January.
221	Fort Valley Male and Female Institute.	0	0	0	0	0	0	0	0	0	0	0	0	a 25	24	32	January 1.
222	Franklin Institute b	0	0	0	0	0	0	0	0	0	0	2,000	0	0	0	40	August 18.
223	Gainesville College	0	0	0	0	0	0	0	0	0	0	600	0	20	1,550	40	Jan., 1st Monday.
224	Oak Grove Academy *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	0
225	Fleming High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0
226	Gordon Springs Institute.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0
227	Grahamville High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0
228	Greenville Select School *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0
229	Greensborough High School *	x	0	0	0	0	0	0	0	0	0	600	0	20	2,000	40	0
230	Greshamville Academy	x	0	0	0	0	0	0	0	0	0	2,500	0	25-5	15,000	40	0
231	Porter High School *	0	0	0	0	0	0	0	0	0	0	15,000	0	a 30	1,800	40	0
232	Samuel Bailey Male Institute	0	0	0	0	0	0	0	0	0	0	0	0	25	0	32	0
233	Mt. Zion Male and Female Acad- emy.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0

\* From Report of the Commissioner of Education for 1883-84.  
 a Charge for a month.  
 b These statistics are for the year 1883-84.  
 c Average charge; partly free.  
 d Average charge.  
 e Average monthly charge.  
 f For six months.





262	Female High School *	x	x	x	x	x	150	6	25	3,000		440	12
263	Forest Home Institute.								20	1,100			40
264	Madison Male High School	0	0	0	0	0	0	0	30		0		20
265	Temperance Hill High School *	0	0	0	0	0	0	0	30-50				20
266	Marietta High School (Male) *								8-36	6,600		1,700	40
267	Marshallville High School *	x	x	x	x	x	150	30	a2				35
268	Maysville Institute.								12	700			40
269	Miller High School e						0	0	a24	1,500		550	40
270	Arterberry's Academy						0	0	a24	2,000	1,000		40
271	Monroe High School	0	x	x	x	x	0	0	15-35	3,000	0		40
272	Montezuma Male and Female Institute.	0	0	0	0	0	0	0	12-15	200	0		20
273	Spalding Seminary	0	0	0	0	0	0	0	12-15	3,000	0		40
274	Morganton Academy *						0	4	a13	500		250	40
275	Sibley Institute e.	0	0	0	0	0	0	0	16-20	4,000			33
276	Mountville Academy	x	x	x	x	x	0	0	a20	4,000			40
277	Mountain Seminary	0	0	0	0	0	150	25	a30	50,000	0		40
278	Newman Male Seminary	0	0	0	0	0	5,000	200	a30	50,000	0		40
279	Georgia School of Language, Science, and Art.	x	x	x	x	x			10-24	8,000			38
280	Brinkley Academy *						0	0	10-30	1,500	0		26
281	Norwood Academy *	0	0	0	0	0	0	0	18			500	40
282	Palmetto High School	0	0	0	0	0	0	0	a2	25,000			36
283	Now Hope Academy						x	x	12	800			40
284	Houston Male and Female College	x	x	x	x	x	0	0	23	1,300	0		39
285	Pine Log Masonic Institute *	0	0	0	0	0	0	0	18			1,000	40
286	Powder Springs High School	0	0	0	0	0	0	0	a2-3	1,000		400	26
287	Powdellton Male and Female School	0	0	0	0	0	0	0	12-20	2,500			40
288	Pittman High School								10-20	500		200	38
289	Pittman Gap Institute e.						0	0	20-30	800			33
290	Reynolds Male and Female Institute.	x	x	x	x	x	0	0	a23	5,000	0	1,100	40
291	Reynoldsville Academy	0	0	0	0	0	0	0	a23-216				25
292	Mt. Vernon Institute *	0	0	0	0	0	150	10	a23	1,800		1,000	40
293	North Georgia Normal College	0	0	0	0	0	0	0	a23	500	100		38
294	Kono Academy								a13	25,000	0	1,350	40
295	Alex. Stephens Seminary	x	x	x	x	x	0	0	a23-216	30,000	0		36
296	Roswell Academy *	x	x	x	x	x	0	0	a13	1,000	0		36
297	Rutledge High School *	0	0	0	0	0	0	0	a23	1,000	0		36
298	Sandersville High School e						300	125	a23	25,000	0		36
299	Beech Institute	x	x	x	x	x	2,000	0	a23	1,000	0		36
300	Georgia Military Academy	x	x	x	x	x	0	0	a23	1,000	0		36
301	Excellisior High School *	0	0	0	0	0	0	0	a23	1,000	0		36
302	Seneca High School *						0	0	a23	1,000	0		36
303	N. E. Ware's Business and Literary Institute.	x	x	x	x	x	0	0	a23	1,000	0		36
304	Sacred Heart Seminary	x	x	x	x	x	12		a150	5,000		1,640	42
305	Sharpsburg Academy *								a23				38

/ Includes book rent.

g Includes board.

h School suspended for 1884-'85; to reopen in August, 1885.

e For non-residents.

d Average charge.

e These statistics are for the year 1883-'84.

\* From Report of the Commissioner of Education for 1883-'84.

e Charge for a month.

d Average monthly charge.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

Note.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
306 Smyrna High School*.....	0	0	0	0	0	0	0	0	\$25	\$2,500	\$0	\$0	.....	40	January, January 1.
307 Oak Grove Male and Female Academy.	0	0	0	0	0	0	0	0	10-32	.....	.....	.....	\$10,000	40	Sept., 1st Monday, July, 2d Monday.
308 Sparta Male and Female Academy.	0	0	x	x	x	x	0	0	a45	5,000	.....	.....	1,000	40	January.
309 Spring Place High School*.....	0	0	x	x	0	0	0	0	10-25	3,000	.....	.....	.....	42	Sept., 1st Monday, July, 2d Monday.
310 Silesborough Institute*.....	0	0	x	x	0	0	0	0	61-60	.....	.....	.....	.....	40	January.
311 Stone Mountain High School*.....	x	x	x	x	0	0	100	25	a20	1,000	3,000	.....	1,400	40	Sept., 1st Monday, Jan., 1st Monday.
312 Sugar Valley High School.....	x	x	x	x	0	0	0	0	18-25	1,200	.....	.....	2,500	40	Sept., 1st Monday, Jan., 1st Monday.
313 Sunnyside Seminary.....	x	x	x	x	0	0	0	0	15	5,000	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
314 Sumnerville High School c.....	0	0	0	0	0	0	0	0	b2	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
315 Sullivan Academy*.....	0	0	0	0	x	x	350	0	b2-3	4,000	.....	.....	.....	25	Sept., 1st Monday, Jan., 1st Monday.
316 Collinsworth Institute d.....	0	0	0	0	x	x	500	0	a25	5,000	.....	.....	3,000	40	Sept., 1st Monday, Jan., 1st Monday.
317 Le Vert College d.....	x	x	x	x	x	x	0	0	a25	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
318 Society Hill Academy*.....	0	0	0	0	0	0	0	0	15	8,000	0	0	.....	40	Sept., 1st Monday, Jan., 1st Monday.
319 Tenille High School.....	0	0	0	0	0	0	0	0	20-30	3,500	0	0	.....	40	Sept., 1st Monday, Jan., 1st Monday.
320 R. E. Lee Institute.....	0	0	0	0	0	0	0	0	b2-15	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
321 Augusta District High School*.....	0	0	0	0	0	0	0	0	a25	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
322 Thomson Select High School*.....	0	0	0	0	0	0	0	0	20-30	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
323 Tooeva Academy c.....	0	0	0	0	0	0	0	0	b2-15	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
324 Union Point High School*.....	x	x	x	x	0	0	0	0	a25	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
325 Valdosta Collegiate and Normal Institute*.....	0	0	0	0	0	0	0	0	21-45	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
326 New Villa Rica Academy.....	x	x	x	x	0	0	0	0	a20	1,200	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.
327 Barnett's Academy f.....	0	0	0	0	0	0	0	0	20-28	2,000	0	0	.....	40	Sept., 1st Monday, Jan., 1st Monday.
328 Walthamville Academy.....	0	0	0	0	0	0	0	0	35	3,500	0	300	1,500	36	Sept., 1st Monday, Jan., 1st Monday.
329 Warren Academy.....	x	x	x	x	0	0	0	0	g15	15,000	.....	.....	5,000	40	Sept., 1st Monday, Jan., 1st Monday.
330 St. Joseph's Academy.....	x	x	x	x	x	x	300	30	a20	4,000	0	0	1,000	40	Sept., 1st Monday, Jan., 1st Monday.
331 Washington Female Seminary*.....	0	0	0	0	0	0	0	0	18-45	3,000	.....	.....	1,200	40	Sept., 1st Monday, Jan., 1st Monday.
332 Washington Male Academy*.....	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	40	Sept., 1st Monday, Jan., 1st Monday.



[illegible]

\* From Report of the Commissioner of Education for

1883-84.

2. Average charge.

Charge for a month.

*d* Operated as different institutions during a part of the year 1884-'85, but later opened as one institution.

Private library of principal.

Since the date of the above report, this name has been changed to Randolph High School.

**g Includes board.**

### h. Value of grounds and buildings.

Income from all sources,

TABLE VI. — *Statistics of institutions for secondary instruction for 1884-'85, &c. — Continued.*

NOTE. — x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
370 St. Francis Academy .....	x	x	x	x	0	0	500	4	\$10-20	\$65,200			\$780	42	Sept., 1st Wedn'y.
371 St. Joseph's Seminary* .....	x	x	x	x			500	50	10-30	23,500			800	45	September 1.
372 St. Rose's Parochial School* .....		x	x						10-20				600	45	September 1.
373 Clifton Seminary a .....									24	19,000	\$1,200		1,000	34	
374 St. Vincent's School a .....							350			66,500			700	41	
375 Lee's Academy .....		x	0	0	0	0	500		30				1,500	36	July, last Monday.
376 Macomb Normal College .....		x	x	x	x	x	100		30,40	4,000	0	0	1,000	44	September.
377 Mt. Morris College .....	x		x	x	x	x	2,500	100	30	15,000			3,000	42	September 2.
378 Grand Prairie Seminary, Commercial College, and Conservatory of Music.* .....			x	x	x	x	1,650		24	19,000	9,500	600	3,800	40	Aug., 3d Tuesday.
379 St. Francis Xavier's Academy a .....		x	x	x	0	x	600	10	30	31,500			2,100	36	Sept., 1st Monday.
380 Edgar Collegiate Institute .....	0	0	x	x	0	x			30	5,000	600		650	38	Sept., 1st Monday.
381 Port Byron Academy a .....									24	11,000					
382 St. Mary's Institute* .....	x	x	x	x	x	x	300	50	c150				600	38	Sept., 1st Monday.
383 Fairview Academy .....		x	x	x	0	0	400	30	284-33	8,000	0	0	7,000	38	September 1.
384 Betrie Stuart Institute* .....	x	x	x	x	x	x	300	0	30-60	25,000				38	September 10.
385 St. Agatha's School .....	x	x	x	x	x	x	100	10	30-100	20,000				43	September 10.
386 Ursuline Academy of St. Joseph. Sugar Grove School .....		x	x	x	x	x	1,000								Sept., 1st Monday.
387 Vermilion Academy .....			x	x	x	x			21		9,500	700		24	September 29.
388 Institute of Our Lady of the Sacred Heart .....	x	x	x	x	x	0	98	41	24-30						September 7.
389 Todd Seminary for Boys* .....		x	x	x	x	x	600	10	c300	15,000			6,000	40	September 8.
390 Sand Creek Seminary .....		x	x	x	x	0			0	3,000				28	Sept., last Monday.
392 Bloomingdale Academy .....	0	x	0	0	x	x	500	10	30	8,500	6,662	533	1,016	36	September 23.
393 Dover Hill Academy .....		x	x	0	0	0	200	20	15	1,000				33	October 1.
394 Westminster Seminary for Young Ladies .....		x	x	x	0	0	600	75	50	15,000			3,000	39	September 10.















TABLE VI.—Statistics of institutions for secondary instruction for 1881-85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
560 Centerville Academy and High School.						x	60			\$3,000				40	October 12.
561 Charlotte Hall School.	0	0			x	x	2,000	200	\$30	20,000	\$2,000	\$150	\$1,650	42	Sept., 1st Monday.
562 Holy Trinity School.					x	x	8,000		a250		0	0	a10,000	40	September 17.
563 College of St. James Grammar School.*	0	0	0	x	x	x	150		30-60	7,200		b500		40	Sept., 1st Monday.
564 West Nottingham Academy.	0	0	0	0	x		400	100	30,40					44	September 9.
565 Allegheny County Academy.	x	x		x	0	0	0		12-46	10,000	10,000	450	500	44	Sept., 1st Monday.
566 St. Edward's Academy.	0	0	x	x	0	0	0	0	a250	30,000	0	0		39	Sept., 3d Thurs.
567 Andrew Small Academy.	0	0	x	x	0	0	2,000		a253						Sept., 1st Monday.
568 Patuxent Institute.	x	x	x	x	x	x			20-75	18,000				40	Sept., 1st Monday.
569 Notre Dame of Maryland. College Institute for Young Ladies.*	x	x	x	x	x	x	1,500	80	32						Sept., 1st Monday.
570 Academy of the Visitation.	x	x	x	x	x	x									Sept., 1st Monday.
571 Glenwood Institute.	x	x	x	x	x	x									Sept., 2d Thurs.
572 Hagerstown Female Seminary and Musical Institute.*	x														
573 Practical School.															
574 McDonough School.	x	x	x	x	x	x	2,080	230	0	250,000	705,000	\$8,900	0	42	Aug., 2d Monday.
575 Northeast Classical Academy.	x	x	x	x	x	x			16-22	3,000			400	40	September 15.
576 Briarley Hall.	x	x	x	x	0	0			25	10,000				44	September 15.
577 The Hannah More Academy.	x	x	x	x	0	0			a250					38	September 17.
578 St. George's Hall for Boys.*	0	x	x	x	x	x	1,200	40	a250-300	30,000			6,000	40	September 18.
579 Rockland Institute for Girls.	x	x	x	x	0	x	450	50	40	a20,000				38	September 16.
580 Springfield Institute.	x	x	x	x	0	7,500			12-25	7,500				40	September 8.
581 Home School for Girls.*	x	x	x	x	0				a500						
582 Pynchard Free School.	x	x	x	0	0	x	94	4	0	40,000	75,000	4,000	0	39	Aug., last Wedn'y.
583 Athol High School.	0	0	0	0	x	x	30	2		3,000				37	September 3.

594	Riverside Home and Day School for Girls.	x	x	x	x	x	x	400	75	12,000	5,000	1,500	38	September 24.
595	Powers Institute*	x	x	x	x	x	x	200	21	25,000	1,500	1,600	36	September 3.
596	Hove School	0	0	0	0	0	0	200	12	10,000	25,000	700	40	Sept., 1st Monday.
597	Houghton School*	x	x	x	x	x	x	200	12	2,500	12,000	700	40	Aug., 2d Wedn y.
598	Miss Abby H. Johnson's Home and Day School for Young Ladies.	x	x	x	x	x	x	200	200				37	September 30.
599	Boston Academy of Notre Dame.	x	x	x	x	x	x						40	September 1.
600	Boston School of Languages	x	x	x	x	x	x							October 1.
601	Mrs. Newhall's School for Girls and Young Ladies.*	x	x	x	x	x	x	115	6			7,600	38	September 30.
602	Otis Place School*	x	x	x	0	0	0		75	200			35	September 30.
603	Private school	x	x	x	0	0	0		100		0	0	38	September.
604	Miss Putnam's English and Classical Family and Day School.	x	x	x	x	x	x	500	50-200				35	Sept., 1st Thurs.
605	St. Margaret's School.	x	x	x	x	x	x		50-200				34	Sept., 1st Wedn y.
606	Mrs. S. H. Hayes' Home and Day School.*	x	x	x	0	0	0	3,000	100-200	30,000		6,000	36	September 29.
607	Mr. Stone's Classical School for Boys.*								150			2,330	39	Sept., 1st Monday.
608	L. N. Carleton's Home and Day School for Boys.*								6550					September.
609	Thayer Academy	0	x	x	0	0	0	200	275	100,000	250,000	14,000	33	September 10.
610	Hitchcock Free High School	0	0	0	0	0	0	1,300	0	14,000	84,342	4,437	40	September 1.
611	Dorchester Academy and Dickinson High School.	0	0	0	0	0	0	2,464	60	25,000	48,470	3,142	38	September.
612	Nichols Academy.	0	0	0	0	0	0	2,000	21	50,000	8,000	478	29	September 1.
613	Partridge Academy.	x	x	x	0	0	0	250	20	6,000	25,000	1,200	40	September.
614	Home School for Young Ladies.	x	x	x	0	0	0		50,75				38	September 16.
615	Lawrence Academy and High School.	x	x	x	x	x	x		18	2,500	10,000	750	36	August 31.
616	Dean Academy*	0	x	x	x	x	x	500	30	200,000	53,000	3,125	29	September 2
617	Mt. Gardner Seminary	x	x	x	0	0	0	300	2500	16,000	0		29	Sept., 1st Wedn y.
618	Sedgwick Institute*	x	x	x	x	x	x		2300				27	Sept., 2d Thurs.
619	Prospect Hill School for Young Women.	x	x	x	x	x	x	250	2350-400	30,000			35	Sept., 2d Thurs.
620	Women.	x	x	x	x	x	x		23-26	3,500	1,000	50	33	Sept., 3d Wedn y.
621	Hanover Academy	x	x	x	0	0	0	200	730	300,000	71,000	3,100	39	Sept., 1st Monday.
622	Bromfield School	0	x	x	x	x	x	1,000	30	100,000		700	39	Sept., 2d Wedn y.
623	Derby Academy*	0	x	x	0	0	0		225				40	Sept., 1st Thurs.
624	The Misses Hill's Boarding and Day School.	x	x	x	x	x	x	300	30-50	6,000			36	September.
625	St. Patrick's Female Academy*	x	x	x	x	x	x	600					42	Sept., 1st Monday.
626	Tabor Academy*	0	0	0	0	0	0		24	40,000	0	672	38	Sept., 2d Thurs.
627	Barstow School	x	0	0	0	0	0	20	0	2,500	8,552	380	40	September.
628	Eaton School	0	0	0	0	0	0		40	8,000		1,300	36	Sept., 2d Monday.
629	Admiral Sir Isaac Coffin's Lancasterian Academy.*	0	0	0	0	0	0	1,100	8	17,000	35,000	1,900	40	September 1.
630	Friends' Academy	x	x	0	0	0	0	2,000					39	September.

To residents.

\$12 to non-residents; \$12 to residents.

7 To non-residents; for residents, \$6.

III.  
Braintree, Quincy, Randolph, and Holbrook.

### State appropriation.

Includes value of far-

Free to residents of I

From Report of the Commissioner of Education for

FROM REPORT OF THE COMMISSIONER OF EDUCATION FOR  
1883-'84.



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
620 Consolidated High and Putnam Schools.	.....	x	0	0	0	x	100	0	.....	\$25,000	\$50,000	\$3,300	.....	42	Sept., 1st Monday.
621 Mt. Hermon School for Boys*.....	0	0	0	0	0	0	300	50	\$100	60,000	0	0	\$800	50	September 1.
622 Northfield Seminary*.....	x	0	0	0	x	x	1,500	.....	\$100	75,000	0	.....	9,182	38	September 11.
623 Savin Academy and Dowse High School.	.....	0	0	0	x	x	.....	.....	.....	27,000	15,000	1,200	.....	37	September.
624 South Lancaster Academy.....	0	x	x	x	0	0	60	20	16	40,000	.....	.....	.....	32	September 9.
625 "The Elms"—Family and Day School for Girls.	x	x	x	x	x	x	500	50	100	30,000	.....	.....	.....	40	September 26.
626 Waltham New Church School*.....	.....	x	x	x	x	x	400	.....	50-100	20,000	33,000	1,700	3,590	33	September.
627 Home School*.....	.....	x	x	x	x	x	.....	.....	38	150,000	14,000	800	12,143	38	September 13.
628 Wesleyan Academy.....	0	x	0	0	0	0	5,000	.....	18-30	3,000	.....	.....	759	38	Sept., 1st week.
629 Glen Seminary*.....	x	x	x	x	0	x	1,000	.....	\$300	50,000	.....	.....	.....	37	September 9.
630 Highland Military Academy.....	0	x	x	x	0	0	1,000	.....	6125	.....	4,000	.....	12,000	40	September 17.
631 Missa Williams' School.....	.....	x	x	x	0	0	500	50	20	15,000	23,000	.....	2,500	37	September 8.
632 Raritan Valley Seminary.....	.....	x	0	0	0	0	5,000	0	\$119	5,000	0	0	.....	34	December 1.
633 Danish High School.....	x	x	0	0	0	0	4,850	350	40-64	65,000	.....	.....	6,123	40	Sept., 1st Monday.
634 Detroit College.....	.....	x	x	x	x	x	300	.....	30-60	.....	.....	.....	.....	40	Sept., 1st Monday.
635 Detroit Female Seminary*.....	x	x	x	0	x	x	300	.....	10-30	.....	.....	.....	4,500	42	September.
636 German-American Seminary*.....	.....	x	x	0	0	0	1,000	.....	5-8	30,000	0	0	.....	42	Sept., 1st Monday.
637 St. Joseph's School.....	x	x	x	x	0	0	314	48	8-24	35,000	.....	.....	.....	40	September 2.
638 St. Mary's Academy.....	.....	x	x	x	0	0	.....	.....	24	.....	.....	.....	.....	40	September.
639 Ponton Seminary.....	.....	x	x	x	0	0	.....	.....	.....	.....	.....	.....	.....	40	September.
640 The Misses Bacon's School for Young Ladies and Children*.....	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Tuesday.
641 St. Mary's Academy.....	x	x	x	x	x	x	1,300	.....	\$120	8,000	.....	.....	.....	42	September 1.
642 Oakside School*.....	.....	x	x	x	0	0	250	25	630	50,000	0	0	825	30	Sept., 2d Thurs.
643 Somerville School.....	x	x	x	x	x	x	481	.....	40	12,000	0	0	5,000	40	September 2.
644 Spring Arbor Seminary.....	x	0	x	x	x	0	400	.....	18	.....	.....	.....	1,200	41	September 2.















TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.					Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free band.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.			
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
826 German-American School and Classical Academy in the Marthasville, Ga.					0	x	200		\$63	\$54,000						September 1.
827 Hoboken Academy.	x	x	x		x	x	600		22-80	24,000						Sept., 1st Monday.
828 Hopewell Seminary.	0	x	x		0	0	350		15-50	15,000	\$0					September 16.
829 Hasbrouck Institute.	x	x	x	x	x	x	200	20	100	10,000	0					September 21.
830 St. Dominic's Boarding Academy.																
831 St. Peter's College.			x	x					61							Sept., 1st Monday.
832 The Misses' Wrecks' Boarding and Day School for Young Ladies and Children.*		x	x	x					40-100							September 15.
833 Glenwood Institute.	x	x	x	x	x	x	300	0	50	18,000	0	0				September 16.
834 Moorestown Academy.			0	0	x	x	600	30	40							September 1.
835 Morris Academy.	0	0	0	0	x	x	1,200	75	100-120	45,000						September 22.
836 Morrisville Seminary.	0	x	x	x	0	0			600	45,000						September 23.
837 St. Hilda's School.			x	x			400	30	40-80	16,000			500			Sept., last Mon.
838 Beacon Street German-American School.	0	x	x	0	0	0			12							April 1.
839 First German and English Presbyterian School.	x	x	x	0	0	x	100	20	12	20,000	0	0				April 1.
840 German-American Elementary and High Grammar School.	x	x	x	0	0	x	600	50	12-24	27,000	0	0				April 1.
841 Twelfth Ward German-English School.	0	0	x		0	0				10,000						July.
842 Newton Collegiate Institute.	x	x		x	x	x	500		20-70	12,000	0	0				September 15.
843 Park Heights Seminary.	x	x	x	x			4300		6350	12,000						Sept., 4th Monday.
844 Paterson Seminary.	x	x	x	x	x	x	1,000	25	24-100	10,000						September 16.
845 Pennington Institute.*	x	x	x	x	x	x	2,500		160-180		0	0				Sept., 1st Monday.
Academy of Science and Art.	x			0	x	x			30							August 24.









TABLE VI.—*Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught.		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
951 Miss J. F. Wreake's Boarding and Day School for Young Ladies and Children.*		x		x					\$100-175					40	September 27.
952 John MacMillan's School.	x	x	0	0	0	0	500	0	40-240		\$0	\$0	\$4,000	39	September 15.
953 The Misses Leeds' School.		x	x	x	x	x			40-100					38	Sept., last Wednesday.
954 Mrs. Leopold Weil's School for Young Ladies.	x	x	x	x	x	x	700	100	80-200					40	September 15.
955 Manhattan Academy.		x	x		x	x	1,000	200	20-48	100,000			3,500	42	Sept., 1st Monday.
956 The Misses Marshall's School.	x	x							32-120					40	September.
957 Mrs. Roberts and Miss Walker's English and French School for Young Ladies.		x		x					100-200						
958 St. Bridget's Academy.*	x	x	x	x	0	x	300	25						40	Sept., 1st Monday.
959 St. John Baptist School for Girls.		x	x	x					600					39	September 21.
960 St. Louis College.		x	x	x					100-250						
961 St. Mary's School.	x	x	x	x					40-125						
962 St. Matthew's Academy.*		x	x	x	x	x			20-48	35,000			6,600	42	September 21.
963 St. Teresa's Academy.		x	x	x	0	x			20-60					40	September.
964 School for Girls.	x	x	x	x					100-300	25,000				36	October 7.
965 Miss Spring's Private School*.	x	x	x	x					70-200					37	September 25.
966 Ursuline Academy.		x	x	x	x	x	1,200		62-250						
967 Van Norman Institute*.	x	x	x	x	0	x			60-250					40	Sept., 1st Monday.
968 William W. Richards' School for Boys.*	x	x	x	x	0	x	250		150-250						October 2.
969 The A. M. Chesbrough Seminary.		x		x	0	0	839	26	30	840,742			1,309	40	Sept., 2d Wednesday.
970 Granville Military Academy.	x	x	x	x	x	x	900	20	60	60,000	0	0	66,000	36	September 8.
971 Nyack Seminary.	x	x	x	x	0	0	300	50	63,000	25,000				37	September 16.
972 Rockland College.	x	x	x	x	0	0	700		60	30,000			635,000	40	September 9.
973 Williston Hall.	x	x	x	x	0	0			100	25,000				38	September 17.

974	Cony Collegiate Seminary*	0	0	0	0	0	0	759	1	21	45,632	20,000	1,141	946	39	September 8.
975	Onondaga Academy	0	0	0	0	0	0	1,319	0	25	13,426	1,000	108	1,431	40	September 25.
976	Oxford Academy	0	0	0	0	0	0	1,500	30	9-24	22,474	7,150	429	1,376	40	August 18.
977	Academy of Our Lady of Angels	0	0	0	0	0	0	6160							40	Sept. 1st Monday.
978	Pocahontas Military Academy	0	0	0	0	0	0	1,000	40	100	70,000				40	September 15.
979	St. Gabriel's School	0	0	0	0	0	0	500		40-75					36	September 21.
980	Evans Academy	0	0	0	0	0	0	370	3	7-18	8,000	15,000	600	400	40	July 1.
981	Pike Seminary	0	0	0	0	0	0	300		19-24	4,000	10,000	1,000	1,200	40	August 25.
982	Seymour Smith Academy	0	0	0	0	0	0	315	18	24-54	14,500	500		2,300	38	Sept. 21 Tuesday.
983	Pontreux Academy	0	0	0	0	0	0	400	0	18-24	6,007	250	15	999	40	August.
984	Port Byron Free School and Acad- emy.	0	0	0	0	0	0	852		20	10,000	4,300		557	40	September 1.
985	Classical and Homo Institute	0	0	0	0	0	0			250					40	Sept. 2d week.
986	Pongheepste Military Institute	0	0	0	0	0	0	500	0	60	37,500	0	0	24	39	June 15.
987	Riverview Military Academy	0	0	0	0	0	0	500	30	2400	85,000				40	September 11.
988	St. Mary's School	0	0	0	0	0	0	800			7,000			925	40	Sept., 1st Monday.
989	Pulaski Academy	0	0	0	0	0	0	500	100	25	16,000	0	0	2,800	39	August 17.
990	Chamberlain Institute and Female College.	0	0	0	0	0	0	1,000	50	21	100,000	40,000	2,200	3,500	40	August 25.
991	Red Creek Union Seminary	0	0	0	0	0	0	324	163	24	10,775	0	0	811	39	August 24.
992	Rosetonville Academy	0	0	0	0	0	0	425	50	19-34	5,340	0	0	441	40	September 1.
993	De Garmo Institute	0	0	0	0	0	0	1,270	30	60	25,000	0	0	2,500	39	September 1.
994	Academy of the Sacred Heart	0	0	0	0	0	0	0			100,000				40	Sept., 1st Wedn'y.
995	Classical and English School	0	0	0	0	0	0	0	0		0			1,463	40	September 7.
996	Livingston Park Seminary	0	0	0	0	0	0								38	September 17.
997	Lutheran Proseminary	0	0	0	0	0	0	221	2	32-50	7,719	100		100	40	Sept., 1st Tuesday.
998	Rochester Female Academy*	0	0	0	0	0	0	200		60,80	25,000			8,000	40	Sept., 2d Monday.
999	Rochester Seminary for Young Ladies.	0	0	0	0	0	0								36	September 16.
1000	St. Peter's Academy	0	0	0	0	0	0	550							44	Sept., 1st Monday.
1001	Academy of the Sacred Heart of Mary.	0	0	0	0	0	0									
1002	Washington Academy*	0	0	0	0	0	0	2,000		30	22,500			2,600	40	Sept., 1st Monday.
1003	Temple Grove Seminary	0	0	0	0	0	0	1,000	50	48	80,000	0	0	2,600	36	September.
1004	Sangerettes Institute	0	0	0	0	0	0			16-40	6,000			1,600	40	Sept., 1st Monday.
1005	Saugnet Academy	0	0	0	0	0	0	113	6	9-27	4,024			1,107	39	September 15.
1006	Sherman Union School and Acad- emy.	0	0	0	0	0	0	530		15	10,000			1,347	40	August 25.
1007	Holbrook's Military School*	0	0	0	0	0	0	200	50	2500	20,000	0			40	September.
1008	Mount Pleasant Military Academy	0	0	0	0	0	0	12,000	0	50	0	0			36	September 17.
1009	Oswestry Institute	0	0	0	0	0	0	1,500		30,40,60	30,000				38	September 16.
1010	Sodus Academy	0	0	0	0	0	0	300	10	5,025	5,025			1,296	40	July 20.
1011	Southold Academy	0	0	0	0	0	0	100	25	7,000	7,000			600	40	September.
1012	Griffith Institute and Springville Union School*.	0	0	0	0	0	0	500	80	18-24	12,000	12,000	700	800	41	July 1.
1013	Stamford Seminary	0	0	0	0	0	0	2,000	100	30	12,000			1,000	40	Sept., 1st Monday.
1014	St. John's School	0	0	0	0	0	0	500			25,000				40	September 1.
1015	Miss Bulkeley's School	0	0	0	0	0	0	500	50	60-100	500				40	September 16.
1016	Miss Home Ladies' Seminary*	0	0	0	0	0	0	250	0	40-80		0	0	1,200	38	September 22.

Average charge.

Includes board.

**Includes value of library.**

### \* From Report of the Commissioner of Education for





[illegible]

\* From Report  
1883-'84.

*a* Includes board.  
*b* Estimated.

66

These statistics are an average charge.

1.

Charge for a month  
Value of buildings

i.

TABLE VI.—*Statistics of institutions for secondary instruction for 1884-85, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Central Institute for Young Ladies	0	x	x	x	0	0	200	200	\$30-30	\$6,000	\$0	\$0	\$2,250	40	September 1.
Louisburg Practical High School	x	x	x	x	0	0	200	200	a40	20,000			1,200	40	August 24.
Marion High School	0	0	x	0	0	0	10	0	20-40	2,500	0	0	300	40	August 3.
Yachin Academy	x	0	x	0	0	0	50	0	4½	1,250	0	0	0	36	October 1.
Monroe High School	x	x	x	0	0	0	50	0	15-40	8,000	0	0	0	40	August 17.
Mooreville Female Academy	0	x	x	x	0	0	60	10	10-40	1,500	0	0	1,500	40	August 3.
Moravian Falls Academy	0	x	x	x	0	0	50	0	25-30	1,000			850	40	August 26.
Morrisville Institute	0	0	0	0	0	0	0	0	10-25	2,500	0	0	175	20	October 20.
Gilliam's Academy	0	0	0	0	0	0	0	0	11-31	2,500	0	0	300	40	September 7.
Male High School	0	x	x	x	0	0	0	0	30-40	3,000			2,000	40	August 1.
Mt. Pleasant Female Seminary	x	x	x	x	0	0	0	0	61-4	2,100			2,000	40	Aug. 1st Tuesday.
Liberty Hill Academy	x	x	0	0	0	0	0	0	61-21	61,500			2,700	20	October 5.
Friends' School	x	x	0	0	0	0	1,125	50	40	40,000	22,000	1,000	2,500	39	August, 2d week.
Cayuga College	x	x	x	x	x	x	1,500	25	101-50	12,000			2,500	40	Aug., 1st Monday.
Oakdale Academy	x	x	x	x	x	x	25	25	24-40	1,400			900	20	July 22.
Oak Ridge Literary and Commercial Institute.	0	x	x	x	x	x	1,000	0	a30	10,000	0		3,800	40	Aug. 1st Tuesday.
Homer School	0	0	0	0	0	0	800	0	70	*10,000				40	July, last Monday.
Yachin Mineral Springs Institute*	0	x	x	x	0	0	0	0	10-35	1,000			1,000	40	August 6.
Pantego Male and Female Academy.	0	0	0	0	0	0	100	100	12-30	2,000			850	36	August 31.
Carolina Academy*.	0	0	0	x	0	0	0	0	15-30	600			700	40	August 1.
Pleasant Lodge Academy and Business Institute.	0	x	x	x	0	0	100	100	61-5	1,000			1,500	40	Aug. 1st Wednesday.
Princeton School*	0	0	0	0	0	0	0	0	15-25	200			375	40	August 1.
Raleigh Male Academy	0	0	0	0	0	0	0	0	a50	3,000				40	Sept., 1st Monday.
Washington School*	0	0	0	0	0	0	0	0	20-40	2,000				40	September.
Reidsville Male Academy	x	x	x	0	0	0	0	0		1,000			900	36	September 1.





TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

[illegible]

1181	Urban University Home and Day School for Girls and Young Ladies.	x	x	x	x	x	x	x	x	45	40	
1182	Western Reserve Seminary.	x	x	x	x	800	80	18-30	18,500	2,700	162	46
1183	Rayon High School.	x	x	x	x	25	50	26-47	100,000	60,000		28
1184	Pulman Classical Institute.	x	x	x	x	5,000	500	22-50	23,000	17,000	1,300	33
1185	Albany Collegiate Institute.	x	x	x	x	50	0	22-50	8,900	0	0	23
1186	Ashland College and Normal School.*	x	x	x	x	50	0	40	5,000	0	0	40
1187	St. Francis Academy.	x	x	x	x	50	0	20-40	5,000	0	0	40
1188	La Creole Academic Institute.	x	x	x	x	120	15	20-23	8,000	0	0	43
1189	Drain Academy.	x	x	x	x	150	25	20-35	5,000	6,000	500	43
1190	St. Scholastica's Convent School.	x	x	x	x	50	0	10-25	10,000	0	0	43
1191	Grand Fondo Indian Agency Manual Labor, Boarding, and Day School.*	x	x	x	x	0	0	0	4,000	0	0	40
1192	St. Mary's Academy for Young Ladies. <sup>c</sup>	x	x	x	x	0	0	24	5,000	0	0	35
1193	Lakeview Institute*.	x	x	x	x	0	0	250	5,000	1,870	150	400
1194	Sunbeam Academy <sup>c</sup> .	x	x	x	x	0	0	40-60	9,100	0	0	850
1195	Oakland Academy.	x	x	x	x	1,500	0	20	100,000	10,000	0	40
1196	Bishop Scott Grammar School.	x	x	x	x	0	0	20-40	40,000	0	0	43
1197	Independent German School.	x	x	x	x	0	0	0	0	0	0	40
1198	St. Mary's Academy <sup>c</sup> .	x	x	x	x	0	0	0	0	0	0	40
1199	St. Michael's College.	x	x	x	x	0	0	0	0	0	0	40
1200	St. Paul's Academy <sup>c</sup> .	x	x	x	x	0	0	0	0	0	0	40
1201	Academy of the Sacred Heart.	x	x	x	x	2,800	0	40	3,300	0	0	43
1202	St. Mary's Academy.	x	x	x	x	80	0	40	30,000	0	0	40
1203	Wasco Independent Academy.	x	x	x	x	200	100	40	50,000	0	0	40
1204	Umpqua Academy.	x	x	x	x	100	12	18-32	2,500	0	0	40
1205	School for Girls.	x	x	x	x	0	0	80	0	0	0	37
1206	St. Xavier's Academy.	x	x	x	x	1,000	0	200	150,000	0	0	40
1207	Beaver College and Musical Institute.	x	x	x	x	1,000	80	35	0	0	0	39
1208	Bethelton Academy.	x	x	x	x	50	0	40	19,000	3,000	0	40
1209	Bethlehem Academy*.	x	x	x	x	700	0	40	19,000	2,500	0	40
1210	Bishophorpe School*.	x	x	x	x	0	0	40	0	0	0	39
1211	Moravian Parochial School.	x	x	x	x	0	0	40	0	0	0	39
1212	Mountain Seminary.	x	x	x	x	1,200	150	250	20,000	3,000	3,000	39
1213	Brandywine Academy.	x	x	x	x	0	0	40	0	0	0	39
1214	Wilkesboro Institute*.	x	x	x	x	0	0	40	8,000	0	0	42
1215	Calderwood Academy.	x	x	x	x	0	0	40	0	0	0	42
1216	Jefferson Academy.	x	x	x	x	2,500	0	40	150,000	0	0	39
1217	Penn's Valley Institute*.	x	x	x	x	500	0	40	3,000	0	0	39
1218	Glossier Academy.	x	x	x	x	1,000	0	40	12,000	0	0	39
1219	Garrier Seminary*.	x	x	x	x	2,000	0	40	60,000	10,000	0	39
1220	Maplewood Institute.	x	x	x	x	0	0	40	0	0	0	39

\* From Report of the Commissioner of Education for 1882-84.  
<sup>a</sup> Income from society which partly supports school.  
<sup>b</sup> Charge for a month.  
<sup>c</sup> Moravian pupils only \$1.  
<sup>d</sup> These statistics are for the year 1882-84.  
<sup>e</sup> This is a summer school only.  
<sup>f</sup> Charge for a term of ten weeks.  
<sup>g</sup> Average charge.



TABLE VI.—*Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1221 Corsica Classical and Normal Institute.	.....	x	.....	x	0	0	142	59	\$20, 24	.....	.....	.....	\$350	.....	.....
1222 Union Academy*.	.....	x	x	x	0	0	.....	100	20-32	.....	.....	.....	800	40	Sept., 1st Monday.
1223 Darby Friends' School*.	x	x	0	0	x	x	400	100	a24-30	.....	\$10, 000	\$600	600	43	September 1.
1224 Chester Valley Academy.	.....	x	x	x	x	x	650	30	b200-260	\$25, 000	0	0	6, 000	39	September 9.
1225 Doylestown Seminary.	0	x	x	x	x	x	400	0	40-60	12, 000	0	0	4, 000	38	Sept., 2d week.
1226 Eldersridge Classical and Normal Academy.	.....	.....	x	x	.....	.....	1, 000	.....	29, 32	c3, 000	.....	.....	662	40	Sept., 1st Monday.
1227 Erie Academy.	0	x	x	x	.....	x	.....	.....	15-30	50, 000	18, 000	1, 100	2, 940	39	August 31.
1228 St. Benedict's Academy*.	.....	x	x	x	x	x	440	.....	.....	4, 000	.....	.....	4, 000	42	September 1.
1229 Keystone Academy.	x	.....	x	x	x	x	2, 200	200	36	50, 000	.....	.....	.....	40	August 25.
1230 Friends' School.	.....	x	0	0	0	0	.....	.....	25-50	.....	.....	.....	1, 404	40	September 14.
1231 Zeigler's School.	.....	.....	.....	.....	.....	.....	.....	.....	224	.....	.....	.....	.....	.....	.....
1232 Greensburg Seminary.	x	x	x	x	0	0	1, 200	0	.....	25, 000	0	0	4, 000	40	Sept., 1st Wedn. y.
1233 Abington Friends' School.	x	x	x	x	0	0	24	.....	a12	*50, 000	.....	1, 000	312	44	September 1.
1234 Ecclesie Institute*.	x	x	x	x	x	x	150	0	20-50	30, 000	.....	.....	1, 200	40	September 1.
1235 Jersey Shore Academy.	x	x	x	x	x	x	100	.....	d30	.....	.....	.....	1, 100	40	September 1.
1236 English and Classical School*.	.....	x	0	0	0	0	.....	.....	40-60	.....	.....	.....	964	40	Sept., 1st Monday.
1237 Martin Academy.	.....	x	0	0	0	0	1, 005	.....	8-19½	3, 000	15, 000	700	1, 005	32	September 14.
1238 Peckering Institute.	x	0	0	0	0	0	212	11	12-15	6, 000	.....	.....	250	20	October.
1239 Buckingham Friends' School*.	.....	x	x	x	x	x	.....	.....	.....	2, 500	4, 400	220	700	35	Sept., 1st Monday.
1240 Langhorne Friends' Institute.	.....	x	x	x	x	x	3, 600	100	b250	60, 000	.....	.....	.....	40	September 8.
1241 London Hall Seminary.	.....	x	x	x	0	0	.....	.....	24	*2, 000	.....	.....	.....	32	Sept., 2d week.
1242 London Grove Friends' School.	.....	x	x	x	0	0	700	.....	b200	.....	.....	.....	.....	40	September 1.
1243 St. Aloysius Academy*.	x	x	x	x	x	x	38	.....	234	.....	0	0	.....	39	September 1.
1244 Stone Valley Academy.	0	0	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
1245 St. Joseph's Academy for Young Ladies.	x	x	x	x	x	x	.....	.....	b150	.....	.....	.....	.....	.....	.....



TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; ..... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1255 Pleasant Mount Academy.....					0	×	400		\$194	\$1,400			\$793	36	September 1.
1256 Reid Institute.....			×	×			500		92	8,000			1,000	40	September 2.
1257 Ridley Park Seminary.....		×			0	0	200		35	4,000			400	19	Sept., 3d Monday.
1258 Clarion Collegiate Institute.....	×	×	×	×	0		137	150	21-32½		\$0		1,400	45	September 20.
1259 School of the Lackawanna.....	×	×	×	×	×	×	1,500	20	50	25,000			4,800	39	September 7.
1260 Classical department of Missionary Institute.....	×	×	×	×	×	×	2,000		27-39	25,000					August 20.
1261 Sheekleyville Normal Academy.....							70		15						September 17.
1262 Chokkum Academy.....	0	×	×	×	0	×	300		400	50,000				40	
1263 Stewartstown English and Classical Academy.....									40	2,700					
1264 Sugarstown Friends' School.....	×	×	×	×	×	0	12	0	13 30	2,600	1,000		380	32	September 7.
1265 Institute of the Ladies of the Sacred Heart.....	×	×	×	×	×	×	1,000	150	6250					40	Sept., 1st Wednesday.
1266 Tonghekanon Boarding School*.....	×	×					300		21					40	
1267 Susquehanna Collegiate Institute.....		×	×	×	×	×	1,200	100	622	50,000			3,500	40	August 24.
1268 Washington Hall Collegiate Institute.....			×	×	×	×	1,633	5	32-75	15,000			700	40	Sept., 1st Monday.
1269 Trinity Hall*.....	×	×	×	×			400	25	4400	75,000				40	Sept., 2d Wednesday.
1300 Watford Academy.....	×	×	×	×	×	×	300	20	667½	12,000	4,500		1,500	39	August.
1301 Lexington Seminary for Young Ladies.....	×	×	×	×	×	×	700	40	69	25,000	1,000		3,000	40	September 14.
1302 Villa Maria Academy for Young Ladies.....									2200						
1303 West Chester Friends' High School*.....	0	×	0	0	0	×	0		24-40		0		1,500	40	September.
1304 Westtown Boarding School.....	×	×	0	0	×	×	6,000	(d)	2160				30,000	44	Sept., 3d Thursday.
1305 The Wilkes-Barre Female Institute.....	×	×	0	0	×	×	0		50-112					37	
1306 Ladies' Classical Institute*.....		×			×	×			32-60	10,000				38	Sept., 1st Monday.



1307	Williamsport Dickinson Seminary	x	0	x	x	x	x	2,500	50	20-23	70,000	7,000	350	1,150	40	Sept., 1st Monday.
1308	York County Academy	x	0	x	0	x	0	100	0	30-50	12,000	0	0	0	40	Aug., 4th Monday.
1309	Family and Day School for Girls.	x	0	x	0	x	0	500	0	6550	0	0	0	33	September 29.	
1310	Miss Gardner's School for Young People.	x	0	x	0	x	0	500	0	75-130	0	0	0	28	September 19.	
1311	Ursuline Academy	x	0	x	x	x	x	1,500	250	a225	15,000	0	25,200	36	Sept., 1st Monday.	
1312	Polytechnic and Industrial Institute.	x	0	x	x	x	0	4,000	0	50-100	10,000	0	0	16,000	39	November 1.
1313	Charleston Female Seminary*.	x	0	x	x	x	0	100	100	100	7,500	0	0	0	43	Oct., 1st Monday.
1314	Southern Home School for Boys.	x	0	x	x	x	0	300	0	2-4	13,500	0	0	0	40	Oct., 1st Monday.
1315	Wallingford Academy.	x	0	x	x	x	0	200	0	15-20	7,000	0	0	2,000	40	Sept., 1st Monday.
1316	Clinton College and High School.	0	0	0	0	0	0	100	0	32	2,500	800	60	600	40	Sept., 1st Monday.
1317	Cokesbury Conference School.	x	0	x	x	x	0	1,400	30	a200	45,000	0	0	0	35	September 1.
1318	Benedict Institute.	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0
1319	Vello Gracis Institute of the Ursulines.	x	0	x	x	x	0	200	50	100	1,000	0	0	0	36	October 15.
1320	Pain School	x	0	x	x	x	0	0	0	0	20,000	0	0	0	40	October 1.
1321	Cooper-Hineston Institute*.	x	0	x	x	x	0	0	0	0	0	0	0	0	40	September 10.
1322	Greenville Military Institute <sup>b</sup> .	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0
1323	Brewer Normal Academy	x	0	x	x	x	0	0	0	12-20	400	0	0	350	40	Nov., 1st Monday.
1324	Grovo Station Academy	x	0	x	x	x	0	50	10	16-40	8,000	0	0	1,200	40	Sept., 1st Monday.
1325	English and Classical Institute.	x	0	x	x	x	0	114	72	12-25	800	0	0	400	40	Sept., 1st Monday.
1326	Lexington High School.	x	0	x	x	x	0	600	100	30	2,500	0	0	275	40	September 16.
1327	Newberry Female Academy	x	0	x	x	x	0	0	0	90	20,000	0	0	3,500	40	Sept., 2d Wedn s'y.
1328	Redville Female College*	x	0	x	x	x	0	0	0	20-50	10,000	0	0	0	40	September 15.
1329	Sumter Institute*	x	0	x	x	x	0	494	0	16-30	3,800	0	0	0	40	February.
1330	Williamston Male Academy	x	0	x	x	x	0	500	0	50	20,000	0	0	2,000	41	Jan., 1st Monday.
1331	Johtown Academy	x	0	x	x	x	0	0	0	20-50	5,000	0	0	1,300	40	September 15.
1332	King's Mountain Military School.	x	0	x	x	x	0	200	25	24	4,000	0	0	2,000	40	September 1.
1333	Yorkville High School	x	0	x	x	x	0	150	25	020	4,000	0	0	600	40	Aug., 1st Monday.
1334	Masonic Normal School	x	0	x	x	x	0	0	0	15-50	5,000	0	0	0	40	Aug., 1st Monday.
1335	Science Home at the Turner M. Lawrence College.	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0
1336	Beech Grove Male and Female College.	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0
1337	Kingsley Seminary	x	0	x	x	x	0	150	0	21	2,500	0	0	750	39	Aug., 1st Monday.
1338	Bloomington College	x	0	x	x	x	0	0	0	15-40	4,000	0	0	800	40	Sept., 1st Monday.
1339	New Bethel Institute.	x	0	x	x	x	0	400	50	20-40	15,000	0	0	3,000	40	August 27.
1340	Sallins College	x	0	x	x	x	0	0	0	15-40	500	0	250	0	40	Dec., 1st Monday.
1341	Cairo Institute <sup>c</sup> .	0	0	x	x	x	0	0	0	42-100	1,500	0	0	3,000	40	Sept., 1st Monday.
1342	Centerville High School	x	0	x	x	x	0	0	0	10-30	4,000	0	560	0	40	Aug., 2d Monday.
1343	Chapel Hill Academy*	x	0	x	x	x	0	0	0	15	900	0	0	600	20	July 1.
1344	Charleston High School *	0	0	0	0	0	0	0	0	9-18	3,000	0	0	800	30	Aug., 1st Monday.
1345	Chatata High School	x	0	x	x	x	0	100	0	8-15	2,000	0	0	0	40	Aug., 1st Monday.
1346	Church Hill Academy	x	0	x	x	x	0	200	0	0	4,000	0	0	0	40	September.
1347	Cog Hill Collegiate Institute.	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0
1348	Tipton Female Seminary	x	0	x	x	x	0	0	0	0	0	0	0	0	0	0

\* From Report of the Commissioner of Education for 1883-'84.  
 a Includes board.  
 b Average charge.  
 c Charge for a term.  
 d \$100 worth of books.  
 e Receipts from industrial department.  
 f Has access to that of Charleston College.  
 g Charge for a month.  
 h These statistics are for the year 1883-'84.  
 i This school is no longer in existence; the only private school now in Cairo is Cairo Academy, John B. Lambert, principal.  
 j Income from public lands.







TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.*	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1419 Buffalo Gap College .....	.....	x	x	x	0	0	100	25	\$30	\$10,000	\$0	\$0	\$2,000	40	Sept., 1st Monday.
1420 Clarksville High School .....	0	0	x	x	0	0	0	0	20-50	3,000	0	0	1,200	40	Sept., 1st Monday.
1421 Comanche College .....	x	0	x	x	0	x	3,116	317	27-74	18,000	0	0	11,500	40	September 1.
1422 Crockett Academy .....	0	0	x	x	0	x	0	0	25-45	2,500	.....	.....	3,000	40	Sept., 1st Monday.
1423 English German School .....	x	x	0	0	0	0	0	0	18-36	1,500	0	0	2,000	40	Sept., 1st Monday.
1424 Daingerfield High School .....	.....	.....	.....	.....	0	0	0	0	25	8,000	.....	.....	1,700	40	September 1.
1425 Fairfield College <i>b</i> .....	x	.....	x	x	x	x	300	50	30-50	40,000	0	0	1,890	40	September 15.
1426 Texas Wesleyan College .....	.....	x	x	x	x	x	120	8	40	5,000	.....	.....	.....	40	September 14.
1427 Gonzales Male and Female School .....	0	0	.....	x	0	0	0	0	20-40	1,200	0	0	1,500	40	September 1.
1428 School* .....	.....	x	x	x	0	0	1,000	100	15-40	12,000	0	0	2,500	40	Sept., 1st Monday.
1429 Honey Grove High School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7,500	.....	.....	.....	.....	.....
1430 Houston Seminary <i>b</i> .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1431 Young Ladies Boarding and Day School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1432 Lancaster Masonic Institute* .....	.....	.....	x	x	0	0	.....	.....	15	4,000	.....	.....	250	40	September 1.
1433 Livingston Academy .....	.....	.....	0	x	.....	.....	600	50	18-36	50,000	.....	.....	.....	32	October 1.
1434 Bishop College .....	.....	x	x	x	x	x	1,200	25	12	15,000	0	.....	925	36	September 29.
1435 Wiley University .....	x	x	x	x	0	0	70	.....	30	2,000	.....	.....	2,650	36	Sept., 21 Tuesday.
1436 Summer Hill Select School .....	.....	x	x	x	0	0	0	0	30	3,000	.....	.....	.....	36	September 1.
1437 Hubbard College .....	.....	x	x	x	0	0	.....	.....	20-50	5,000	0	0	3,900	40	September 1.
1438 Plano Institute .....	0	0	0	0	0	0	0	0	40	3,500	0	0	1,000	40	Sept., 1st Monday.
1439 English-German Academy* .....	.....	x	x	x	0	0	0	0	23-4	3,000	.....	.....	150	42	September 1.
1440 Rusk Masonic Institute .....	x	x	x	x	0	0	250	.....	30	20,000	503	.....	1,500	41	September 1.
1441 Alamo German-English School* .....	x	x	x	x	0	0	115	49	274-384	20,000	.....	.....	5,000	40	April 1.
1442 German-English School .....	x	x	x	x	0	0	1,000	70	27-38	.....	.....	.....	.....	40	September 30.
1443 St. Mary's Hall .....	x	x	x	x	x	x	.....	.....	64.5	.....	.....	.....	.....	40	Sept., 1st Monday.
1444 St. Mary's Institute* .....	x	x	x	x	x	x	.....	.....	10-20	.....	.....	.....	.....	40	Sept., 1st Monday.
1445 Ursuline Convent* .....	x	x	x	x	x	x	500	.....	200	.....	.....	.....	.....	40	Sept., 1st Monday.

1446	San Saba College	x	x	x	x	x	x	20-50	6,500						40	September 1
1447	North Texas Female College	x	x	x	x	x	x	17-25							39	September 7
1448	Sherman Institute	x	x	x	x	x	x	20-49	10,000						40	September 7
1449	Central College	x	x	x	x	x	x	20-49	3,000						40	August 31
1450	St. Joseph's College and Diocesan Seminary <sup>a</sup>	x	x	x	x	x	x	20-49	3,000						42	Sept., 1st Monday
1451	Briarham Academy	x	x	x	x	x	x	25							36	September 1
1452	Bingo Academy <sup>d</sup>	x	x	x	x	x	x	25	15,000						36	Aug., last Thurs.
1453	Goldard Seminary <sup>a</sup>	x	x	x	x	x	x	20-50	10,000						39	August 26
1454	St. Agnes' Hall	x	x	x	x	x	x	25-50	75,000						40	August 26
1455	St. Joseph's College	x	x	x	x	x	x	20, 30							49	September 23
1456	Vermont Episcopal Institute <sup>a</sup>	x	x	x	x	x	x	f 30-100	30,000						40	September 1
1457	Derby Academy	x	x	x	x	x	x	200	0						33	September 8
1458	Essex Classical Institute	x	x	x	x	x	x	200	2,500						36	August 26
1459	New Hampton Institute <sup>a</sup>	x	x	x	x	x	x	30	700						35	Aug., last Tues.
1460	Orleans Liberal Institute	x	x	x	x	x	x	0	120						22	September 1
1461	Champlin Hall	x	x	x	x	x	x	20	1,000						36	September 1
1462	Camolite Hall Academy	x	x	x	x	x	x	18-29	2,000						30	September 1
1463	Black River Academy <sup>a</sup>	x	x	x	x	x	x	21	4,000						34	Aug., last Tues.
1464	Lyndon Institute	x	x	x	x	x	x	18-30	30,000						39	September 1
1465	McIndoes Falls Academy	x	x	x	x	x	x	12 <sup>a</sup> -15 <sup>a</sup>	2,500						32	Sept., 1st Monday
1466	Newbury Seminary and Ladies' Institute <sup>a</sup>	x	x	x	x	x	x	15	10,000						32	September 1
1467	Peconic Academy	x	x	x	x	x	x	25	2,000						39	Aug., last Tues.
1468	Calcutta County Grammar School <sup>a</sup>	x	x	x	x	x	x	16	8,000						39	Sept., 1st Tuesday
1469	Troy Conference Academy <sup>b</sup>	x	x	x	x	x	x	20-100	60,000						39	Sept., 1st Monday
1470	Villa Barlow Boarding and Select School of the Sisters of Notre Dame	x	x	x	x	x	x	100	20,000						40	Sept., 1st Tuesday
1471	St. Johnsbury Academy	x	x	x	x	x	x								40	Aug., last Tues.
1472	Vermont Academy	x	x	x	x	x	x	800	100,000						29	September 8
1473	Green Mountain Perkins Academy	x	x	x	x	x	x	100	80,000						33	September 2
1474	Theford Academy <sup>a</sup>	x	x	x	x	x	x								36	September
1475	Leland and Gray Seminary	x	x	x	x	x	x	15-21							33	August 26
1476	Leil Institute	x	x	x	x	x	x	25	1,500						34	September 1
1477	Williston Academy <sup>b</sup>	x	x	x	x	x	x	20	3,500						33	August 31
1478	School of the Bluestone Mission	x	x	x	x	x	x	412	0						33	Sept., 1st Monday
1479	Abington Male Academy	x	x	x	x	x	x	0	5,000						36	August, last Monday
1480	Stonewall Jackson Institute <sup>a</sup>	x	x	x	x	x	x	23,000							39	September 13
1481	Queens Time School	x	x	x	x	x	x	21-40	16,000						39	Sept., 4th Wedn'y.
1482	Episcopal High School of Virginia	x	x	x	x	x	x	40-150	0						40	Sept., 3d Wedn'y.
1483	Potomac Academy	x	x	x	x	x	x	90	20,000						43	Sept., 1st Monday
1484	St. John's Academy	x	x	x	x	x	x	50-50	13,000						44	Sept., 1st Monday
1485	St. John's Academy	x	x	x	x	x	x	40	0						41	September 17
1486	Mc. Pligant Academy	x	x	x	x	x	x	f 125	8,000						42	September 15
1487	New London Academy	x	x	x	x	x	x	270	0						42	September 17

f Includes board.

g Charge per term.

h For 22 weeks; this is a village high school.

e Charge for a month.

d Discontinued at the close of the school year 1884-85.

e For non-residents.

\* From Report of the Commissioner of Education for 1883-84.

a Average charge.

b These statistics are for the year 1883-84.

TABLE VI.—Statistics of institutions for secondary instruction for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income &c.				Number of weeks in school year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1488 Yeates' Lower Free School a.....	0	0	0	0	0	0	0	0	\$0	\$25,000				24	Oct., first Monday.
1489 Yeates' Upper Free School a.....	0	0	0	0	x	x	1,500	50	60				\$5,000	38	September 17.
1490 Bethel Classical and Military Academy.....															
1491 Abington District High School b.....	x	x	x	x	0		125		30-100	1,200				36	Sept., 1st Wednesday.
1492 Bowling Green Female Seminary*.....	x	x	x	x	0		300		36-40	8,000			2,000	36	Sept., 2d Monday.
1493 Brentsville Seminary.....	x	x	x	x	0	x	2,000	50	60	25,000			61,200	40	Sept., 2d Wednesday.
1494 Fairbairns Academy*.....		x	x	x	0		300	125	125	6,000				36	Sept., 1st Monday.
1495 Thynne Institute.....		x	x	x	0	0	400	0	18	7,500	\$0			39	September 8.
1496 Shenandoah Institute.....	0	x	x	x	0	0	0	0	18	10,000	0		9,000	36	September.
1497 Elk Creek Academy*.....															
1498 Gordonsville Female College.....															
1499 Herndon Seminary.....	x	x	x	x	0		0	0	15-30	2,000			800	36	September 15.
1500 Locust Dale Academy.....	0	0	0	0	0	0	0	0		8,000	0			36	September 15.
1501 Louisa Female Seminary.....	x	x	x	x	0		18		18	5,000		0		31	September.
1502 Louisa Home School.....	x	x	x	x	0	0	150		20-50	5,000	0		1,600	40	Sept., 1st Monday.
1503 Sherandoah Normal College.....	x	x	x	x	x	x	300		35				1,600	44	September 1.
1504 Mt. Vernon High School.....					0	0			40-40				825	36	September.
1505 Norfolk Academy.....	0	0	0	0	0	0			40-40	27,000			600	36	Sept., last Wednesday.
1506 Norfolk Mission College.....									41	10,000				36	Sept., 1st Monday.
1507 Webster Scientific and Literary Institute*.....					x	x	3,000		655					40	September.
1508 Academy of the Visitation, Monte Maria.....	x	x	x	x	0	0	1,567		2200	45,000				42	Sept., 1st Monday.
1509 Hamilton Memorial College.....	0	0	x	x	0	x	180		8	30,000	0		393	32	September 30.
1510 Highland Institute.....					0	0	3,300		5	30,000	55,000			36	October 1.
1511 Rev. J. Maynard Female Seminary.....			x	x	0	0	300		30	8,000				36	October.
1512 South Collegiate Institute*.....	x	x	x	x	0	x	300		19-49	4,000				39	September 15.
1513 Seaboard Military Academy.....	x	x	0	0	0	x			40-70	3,000			1,400	36	September 21.



1514	Bruntington Female Institute.....	0	0	0	0	0	0	0	0	30	5,000	.....	40	Sept. 1.
1515	Prince Edward Academy.....	x	x	0	0	0	0	0	0	60	2,500	.....	40	Sept. 2.
1516	Trinity Hall Female College.....	x	x	0	0	450	50	0	0	40	10,000	.....	40	Sept. 10.
1517	Charlestown Male Academy.....	0	0	0	0	0	0	0	0	40-80	3,000	.....	40	Sept. 2d Wedn Y.
1518	Academic department of Storer College.....	x	x	0	0	3,500	.....	0	0	612	50,000	.....	40	Oct., 1st Tuesday.
1519	Randolph Male Academy.....	0	0	0	0	0	0	0	0	30	.....	.....	40	Sept., 1st Wedn Y.
1520	Morganatown Female Seminary.....	.....	x	.....	.....	700	.....	.....	.....	16-32	10,000	.....	39	Sept., 1st Wedn Y.
1521	Sheldon College <sup>a</sup> .....	.....	x	.....	.....	.....	.....	.....	.....	25	10,000	.....	38	Sept., 3d Wedn Y.
1522	Sequin Collegiate Institute.....	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	44	Sept., 1st Monday.
1523	Albion Academy and Normal Institute.....	0	x	x	x	16	16	.....	0	21-27	30,000	.....	39	Aug. 27.
1524	Evansville Seminary.....	.....	x	x	x	100	.....	.....	.....	12-24	15,000	.....	39	Sept. 2.
1525	Merrill Institute <sup>a</sup> .....	.....	x	.....	.....	.....	.....	.....	.....	47100	15,000	.....	38	Sept. 2.
1526	College of the Mission House.....	x	x	0	x	4,020	1,200	.....	.....	32	65,000	.....	38	Sept. 2.
1527	Lake Geneva Seminary.....	x	x	x	x	800	50	.....	0	.....	.....	.....	36	Sept. 24.
1528	St. Regina Academy.....	.....	x	0	x	1,750	50	.....	.....	4165	44,000	.....	42	Sept., 1st week.
1529	St. Lawrence College.....	x	x	x	x	.....	.....	.....	.....	130	3,500	.....	40	Sept. 1.
1530	St. Mary's Catholic School <sup>a</sup> .....	x	x	0	0	125	15	.....	.....	20-40	10,000	.....	40	Sept. 2.
1531	All Saints Cathedral School.....	x	0	0	x	500	0	.....	0	0	45,000	.....	42	Sept. 1.
1532	Concordia College.....	x	x	0	0	.....	.....	.....	.....	28, 35, 40	.....	.....	42	Aug. 31.
1533	English, German, and French School.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept. 7.
1534	German and English Academy.....	x	x	0	x	500	.....	.....	.....	24-100	45,000	.....	40	Sept., 1st Monday.
1535	Marquette College <sup>a</sup> .....	0	0	x	0	850	.....	.....	.....	48-60	70,000	.....	44	Sept. 5.
1536	St. Mary's Convent Day School.....	x	x	x	x	300	40	.....	.....	.....	100,000	.....	40	Sept., 1st Monday.
1537	St. Mary's Institute.....	x	x	x	x	1,500	.....	.....	.....	60	.....	.....	40	Sept. 1.
1538	William Schiefel's Select School.....	x	0	0	0	500	0	.....	.....	.....	25,000	.....	48	Sept. 16.
1539	Oconomowoc Seminary.....	.....	x	0	0	500	0	.....	.....	40	.....	.....	40	Sept., 1st Wedn Y.
1540	College and University of the Sacred Heart. <sup>a</sup> .....	x	x	x	x	3,361	585	.....	.....	50	100,000	.....	.....	.....
1541	St. Mary's Institute.....	x	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....
1542	The Home School.....	x	x	0	x	2,000	25	.....	.....	100	10,000	.....	39	Sept. 17.
1543	St. Catharine's Female Academy <sup>a</sup> .....	x	x	x	x	.....	.....	.....	.....	140	.....	.....	44	Sept. 1.
1544	Rochester Seminary.....	x	x	x	x	480	90	.....	.....	24	10,000	.....	39	Sept. 2.
1545	Seminary of St. Francis of Sales.....	x	x	x	x	11,000	50	.....	.....	4165	.....	.....	40	Sept., 1st Tuesday.
1546	Institute of the Holy Family.....	.....	x	.....	.....	15,000	500	.....	.....	4200	.....	.....	42	Sept., 1st Monday.
1547	University of Our Lady of the Sacred Heart.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1548	Carroll College Academy <sup>a</sup> .....	.....	x	x	x	1,000	.....	.....	.....	30	25,000	.....	40	Sept., 1st Tuesday.
1549	Augustana College.....	.....	x	x	x	463	41	.....	.....	18	11,000	.....	36	Sept. 15.
1550	St. Joseph's Academy.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1551	St. Bernard's Ursuline Convent.....	x	x	0	0	100	25	.....	.....	30	15,000	.....	40	Sept., 1st Monday.
1552	Dakota Collegiate Institute <sup>a</sup> .....	0	x	0	x	100	50	.....	0	26	25,000	.....	39	Sept. 1.
1553	Academy of the Holy Cross <sup>a</sup> .....	x	x	0	x	.....	.....	.....	.....	4300	.....	.....	.....	.....
1554	Academy of the Sacred Heart of Mary.....	x	x	.....	.....	500	50	.....	.....	20-45	.....	.....	40	Sept., 2d Monday.

\* From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> The Ycates' Schools are about six miles apart; they have the same board of trustees, and are supported by private endowment.

<sup>b</sup> These statistics are for the year 1883-'84.

<sup>c</sup> Average charge.

<sup>d</sup> Includes board.

<sup>e</sup> Tuition and room rent.

<sup>f</sup> Free to those studying for the ministry.

<sup>g</sup> Superseded June 25, 1885, by Sioux Falls University.

TABLE VI.—*Statistics of institutions for secondary instruction for 1884-'85, &c.—Continued.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.		Philosophical cabinet and apparatus.		Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.					Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1555 Academy of the Visitation .....	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1556 Arlington Academy .....	×	×	×	×	×	×	×	×	1,000	.....	\$30-100	.....	.....	.....	.....	40	September 15.
1557 Boys' English and Classical High School.*	×	×	×	×	×	×	×	×	.....	.....	84	.....	.....	.....	\$1,000	40	Sept., 2d Monday.
1558 Church School for Young Ladies*.	×	×	×	×	×	×	×	×	300	.....	36-44	.....	.....	.....	.....	40	Sept., last week.
1559 Eclectic Seminary .....	0	×	×	×	0	×	×	0	0	.....	32-50	.....	.....	.....	\$0	40	Sept., 2d week.
1560 Friends' Select School .....	0	×	0	0	0	0	0	0	400	.....	50-104	.....	.....	.....	.....	40	September 14.
1561 McDonald-Ellis School .....	0	×	×	×	0	×	×	0	800	.....	60-140	.....	.....	0	8,000	37	Sept., 3d Wednesday.
1562 Mt. Vernon Seminary .....	×	×	×	×	×	×	×	×	1,000	.....	100	.....	.....	.....	.....	36	September 20.
1563 The Norwood Female Institute*.	0	0	0	0	0	×	×	×	1,000	.....	100	.....	.....	.....	.....	40	September 20.
1564 Ritenhouse Academy .....	0	0	0	0	0	×	×	×	.....	.....	100	.....	.....	.....	2,350	40	Sept., 3d Monday.
1565 St. Cecilia's Academy .....	×	×	×	×	×	×	×	×	5,500	.....	12-43	.....	.....	.....	.....	40	Sept., 1st Monday.
1566 St. John's Collegiate Institute .....	×	×	×	×	×	×	×	×	.....	.....	65	.....	.....	.....	8,000	40	Sept., 1st Monday.
1567 Washington Collegiate Institute .....	×	×	×	×	×	×	×	×	200	.....	40-80	.....	.....	.....	.....	28	September 23.
1568 Washington Seminary .....	×	×	×	×	×	×	×	×	500	.....	40-80	.....	.....	.....	.....	40	September 24.
1569 West End Seminary .....	×	×	×	×	0	0	0	0	1,000	.....	30-45	.....	.....	0	1,100	40	Sept., 2d Monday.
1570 Lewis Collegiate Institute .....	×	×	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	40	September 19.
1571 Armstrong Orphan School .....	×	×	×	×	×	×	×	×	.....	.....	20	.....	.....	.....	.....	40	Sept., 1st Monday.
1572 Harrell International Institute .....	×	×	×	×	0	0	0	0	500	.....	18	.....	.....	.....	.....	36	September 7.
1573 Indian University .....	×	×	×	×	0	0	0	0	500	.....	200	.....	.....	.....	.....	42	Sept., 1st Monday.
1574 Spencer Academy .....	×	×	×	×	×	×	×	×	300	.....	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
1575 New Hope Female Seminary*.	×	×	×	×	0	×	×	×	600	.....	0	.....	.....	.....	.....	36	Sept., 1st Monday.
1576 Cherokee Female Seminary*.	×	×	×	×	0	0	0	0	1,000	.....	0	.....	.....	.....	.....	36	Sept., 1st Monday.
1577 Cherokee National Male Seminary .....	0	×	×	×	0	0	0	0	200	.....	14-22	.....	.....	.....	1,400	40	September 2.
1578 Worcester Academy .....	×	×	×	×	×	×	×	×	700	.....	.....	.....	.....	.....	.....	40	September 1.
1579 Wheelock Seminary .....	×	×	×	×	×	×	×	×	100	.....	15-30	.....	.....	.....	.....	40	August 31.
1580 St. Nicholas Academy*.	×	×	×	×	×	×	×	×	25	.....	.....	.....	.....	.....	.....	35	August 31.
1581 La Vega Academy .....	×	×	×	×	×	×	×	×	.....	.....	.....	.....	.....	.....	1,500	35	August 31.

1582	Las Vegas College	x	x	x	x	x	x	x	x	3,500	120	30	9,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
------	-------------------	---	---	---	---	---	---	---	---	-------	-----	----	-------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

<sup>a</sup> From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> These statistics are for the year 1883-'84.

<sup>b</sup> Includes board.

<sup>c</sup> Value of grounds and buildings.

<sup>d</sup> Value of grounds.

<sup>e</sup> Average charge.

<sup>f</sup> Charge for a term.



TABLE VI.—*List of institutions for secondary instruction from which no information has been received.*

Name.	Location.	Name.	Location.
Male High School .....	Dadeville, Ala.	St. Joseph's Academy .....	Galesburg, Ill.
Austin Institute .....	Austin, Ark.	Pettengill Seminary .....	Peoria, Ill.
Forest City School .....	Forest City, Ark.	Spicewood Graded School .....	Baker's Corner, Ind.
Harrison Academy .....	Harrison, Ark.		Evansville, Ind.
Edward Smith College .....	Little Rock, Ark.	St. Joseph's Academy .....	Fort Wayne, Ind.
Newport Academy .....	Newport, Ark.	St. Augustine's School .....	Indianapolis, Ind.
Prairie Grove Academy .....	Prairie Grove, Ark.	The Hadley and Roberts Academy.	(410 N. Pennsylvanias st.).
St. Mary's Hall .....	Benicia, Cal.	Indianapolis Academy .....	Indianapolis, Ind.
Convent of Mary Immaculate .....	Gilroy, Cal.	St. Ignatius Academy .....	La Fayette, Ind.
Napa Ladies' Seminary .....	Napa, Cal.	Academy of Our Lady of Angels.	Madison, Ind.
Sacramento Home School .....	Sacramento, Cal. (H st., bet. 13th and 14th).	Blue River Academy .....	Salem, Ind.
Sacramento Seminary .....	Sacramento, Cal.	St. Paul's Academy .....	Valparaiso, Ind.
Trinity School .....	San Francisco, Cal. (1534 Mission st.).	St. Paul's Grammar School ..	Valparaiso, Ind.
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.	St. Simon's Academy .....	Washington, Ind.
Golden Hill Seminary .....	Bridgeport, Conn.	St. Mary's Academy .....	Ackley, Iowa.
Greenwich Academy .....	Greenwich, Conn.	Blairstown Academy .....	Blairstown, Iowa.
Seminary of Mt. St. Joseph ..	Hartford, Conn.	St. Francis Academy for Young Ladies.	Council Bluffs, Iowa.
Mrs. Robert H. Griswold's School.	Lyme, Conn.	Preparatory and Normal School.	Iowa City, Iowa.
Young Ladies' Seminary .....	Middletown, Conn.	Howe's Academy and Teachers' Institute.	Mt. Pleasant, Iowa.
Betts Military Academy .....	Stamford, Conn.	German Evangelical Lutheran School.	Sherill's Mount, Iowa.
English and Classical School.	Stratford, Conn.	Ainsworth Grammar and High School.	West Union, Iowa.
Stratford Institute for Young Ladies.	Stratford, Conn.	Wilton Academy .....	Wilton Junction, Iowa.
St. John's School for Boys ..	Faulkland, Del.	Harmonia College .....	Barboursville, Ky.
Laurel Select School .....	Laurel, Del.	Elkton High School .....	Elkton, Ky.
Milford Seminary .....	Milford, Del.	Eminence Male and Female Academy.	Eminence, Ky.
Rugby Academy .....	Wilmington, Del.	St. Aloysius Academy .....	Frankfort, Ky.
Santa Rosa Academy .....	Milton, Fla.	St. Joseph's Academy .....	Frankfort, Ky.
Academy of the Sacred Heart ..	Palatka, Fla.	Harrisburg High School .....	Harrisburg, Ky.
Adairsville High School .....	Adairsville, Ga.	Hodgenville Seminary .....	Hodgenville, Ky.
Boys' High School .....	Albany, Ga.	Christian College .....	Hustonsville, Ky.
Summersville Academy .....	Augusta, Ga.	High School .....	Larue, Ky.
Union Academy .....	Barrow Iron Works, Ga.	Loretto Academy .....	Loretto, Ky.
Jackson Academy .....	Bellevue, Ga.	Marion Academy .....	Marion, Ky.
Blackshear Academy .....	Blackshear, Ga.	Mayfield Seminary .....	Mayfield, Ky.
Calhoun Academy .....	Calhoun, Ga.	Henry Male and Female College.	New Castle, Ky.
Mrs. Field's Select School .....	Calhoun, Ga.	Lockhart's Classical Institute.	Paris, Ky.
Cave Spring Female Seminary of Hearn School.	Cave Spring, Ga.	Feliciana Female Collegiate Institute.	Bayou Sara, La. (W. Feliciana parish).
Hearn Manual Labor School ..	Cave Spring, Ga.	St. Katharine's Hall .....	New Orleans, La. (234 Jackson st.).
Cedartown High School .....	Cedartown, Ga.	St. Mary's Academy .....	New Orleans, La. (Orleans st.).
St. Joseph's Academy .....	Columbus, Ga.	St. Joseph's Day and Boarding Academy for Young Ladies of Color.	Opelousas, La.
Decatur High School .....	Decatur, Ga.	Miss Sargent's Boarding and Day School.	Portland, Me.
Forsyth Male and Female Institute.	Forsyth, Ga.	Eutaw Place School .....	Baltimore, Md. (433 Eutaw place).
Fort Valley Female Seminary.	Fort Valley, Ga.	Franklin Square Academy ..	Baltimore, Md.
Greensboro' Male and Female Cooperative School.	Greensborough, Ga.	St. Francis Academy .....	Baltimore, Md.
Hawkinsville Institute .....	Hawkinsville, Ga.	Select School for Girls and Boys.	Baltimore, Md. (248 N. Carey st.).
Jasper Institute .....	Jasper, Ga.	Southern Home School .....	Baltimore, Md. (197 N. Charles st.).
Auburn Institute .....	Jeffersonville, Ga.	Overlea, Home School for Young Gentlemen.	Catonsville, Md.
Johnston Male and Female Institute.	Monroe, Ga.	Easton Friends' School .....	Easton, Md.
Stonewall School .....	Morven, Ga.	Elkton Academy .....	Elkton, Md.
Newnan Seminary .....	Newnan, Ga.	St. Joseph's Academy .....	Near Emmitsburg, Md.
Southern Institute, Male and Female.	Newnan, Ga.	St. John's Literary Institute.	Frederick, Md.
Farmers' High School .....	Owensville, Ga.	St. Mary's Female Seminary.	St. Mary's City, Md.
Mercer High School .....	Penfield, Ga.	Pen Lucy School for Boys ...	Waverly, Md.
Philomath Institute .....	Philomath, Ga.	Family School for Young Ladies.	Belmont, Mass.
Willis Institute .....	Pistol, Ga.		
Quitman Academy .....	Quitman, Ga.		
Rock Mart School .....	Rock Mart, Ga.		
Rome Male High School .....	Rome, Ga.		
Whitesburg Academy .....	Whitesburg, Ga.		
Excelsior Academy .....	Zebulon, Ga.		
Institute of the Immaculate Conception.	Belleville, Ill.		
Mrs. Loring's School for Young Ladies and Children.	Chicago, Ill.		
Danville Seminary .....	Danville, Ill.		
Friendsville Seminary .....	Friendsville, Ill.		

TABLE VI.—*List of institutions for secondary instruction, &c.*—Continued.

Name.	Location.	Name.	Location.
Manning High School .....	Ipswich, Mass.	Miss Chisholm's School for Girls.	New York, N. Y. (718 Madison ave.).
New Salem Academy .....	New Salem, Mass.	Miss Jaudon's Boarding and Day School.	New York, N. Y. (348 Madison ave.).
Eliot School .....	Newton, Mass. (Nowantum).	Misses Perrin's Young Ladies' School.	New York, N. Y.
Family and Day School for Young Ladies.	Springfield, Mass.	St. John's School .....	New York, N. Y.
St. Joseph's Academy .....	Marquette, Mich.	St. Vincent's Free School .....	New York, N. Y. (P. O., Riverdale).
Academy of the Sacred Heart	Saginaw, Mich.	School for Young Ladies and Children.	New York, N. Y. (54 E. 21st st.).
St. Andrew's Academy .....	Sherwood, Mich.	Suburban Seminary .....	New York, N. Y. (Boston ave and 167th st.).
M. V. Rork's School .....	Hastings, Minn.	West Side Seminary .....	New York, N. Y. (2132 Seventh ave.).
St. Boniface Academy .....	St. Paul, Minn. (36 Iglehart st.).	Nazareth Academy .....	Rochester, N. Y.
St. Paul Home School .....	Chester, Miss.	Irving Institute .....	Tarrytown, N. Y.
Columbus District High School.	Corinth, Miss.	Unadilla Academy .....	Unadilla, N. Y.
Corinth Female College .....	Crystal Springs, Miss.	West Chester Institute .....	West Chester, N. Y.
Crystal Springs Institute .....	McComb, Miss.	West Winfield Academy .....	West Winfield, N. Y.
McComb City Academy .....	Moss Point, Miss.	Middlebury Academy .....	Wyoming, N. Y.
Moss Point Academy .....	Okolona, Miss.	School for Young Ladies and Children.	Yonkers, N. Y.
Okolona Male Academy .....	Pontotoc, Miss.	Brevard Classical School .....	Brevard, N. C.
Pontotoc Male Academy .....	Port Gibson, Miss.	Cary High School .....	Cary, N. C.
Chamberlain Hunt Academy.	Ripley, Miss.	Denver Seminary .....	Denver, N. C.
Stonewall Female College .....	Castor, Mo.	Union High School .....	East Bend, N. C.
Academy of the English Conference of Missouri Synod.	Oak Ridge, Mo.	Falling Creek Academy .....	Falling Creek, N. C.
Oak Ridge High School .....	Palmyra, Mo.	Fremont Institute .....	Fremont, N. C.
St. Paul's College .....	St. Charles, Mo.	Woodland Academy .....	Goldsborough, N. C.
St. Charles College .....	Omaha, Nebr.	Greenville Academy .....	Greenville, N. C.
Loomis Select School .....	Omaha, Nebr.	Miss Saunders' Female School	Greenville, N. C.
St. Mary Magdalen School .....	Greenland, N. H.	Haysville Academy .....	Haysville, N. C.
Brackett Academy .....	Lancaster, N. H.	Highland Academy .....	Hickory, N. C.
Lancaster Academy .....	Milton, N. H. (Milton Three Ponds).	Fairfield High School .....	Hillsborough, N. C.
Classical Institute .....	Bellerive, N. J.	Davis School .....	La Grange, N. C.
Home School for Young Ladies.	Elizabeth, N. J.	Oxford Home School .....	Oxford, N. C.
Misses Hayward's English and French School for Young Ladies.	Haddonfield, N. J.	Pittsborough Scientific Academy.	Pittsborough, N. C.
St. Agnes' Hall .....	Hoboken, N. J. (352 Bloomfield st.).	Misses Welfare's Private School.	Salem, N. C.
Young Ladies' Institute .....	Jamesburg, N. J.	Franklin Academy .....	Salisbury, N. C.
Jamesburg Institute .....	Madison, N. J.	Warrenton Female Institute.	Warrenton, N. C.
Waynflete Parsonage School.	Morristown, N. J.	Whiteville High School .....	Whiteville, N. C.
Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls.	Newark, N. J.	Winston Male Academy .....	Winston, N. C.
St. Vincent's Academy .....	Passaic, N. J.	Ada College .....	Ada, Ohio.
St. John's School .....	Faterson, N. J. (cor. Market and Church sts.).	Mt. St. Vincent's Academy .....	Cincinnati, Ohio (Cedar Grove).
Passaic Falls Institute .....	Plainfield, N. J. (box 341).	Goshen Seminary .....	Goshen, Ohio.
North Plainfield Seminary .....	Ringoes, N. J.	Steubenville Seminary .....	Steubenville, Ohio.
Seminary at Ringoes .....	Salem, N. J.	Notre Dame Academy .....	Baker City, Oreg.
Salem Friends' School .....	Albany, N. Y.	Fairview Academy .....	Brodheadsville, Pa.
Christian Brothers' Academy.	Alfred, N. Y.	Trach's Academy and Commercial School.	Easton, Pa.
Alfred University (academic department).	Belfast, N. Y.	Holidaysburg Young Ladies' Seminary.	Holidaysburg, Pa.
Genesee Valley Seminary .....	Brooklyn, N. Y. (350 Washington ave.).	Private Academy .....	Mifflintown, Pa.
Brooklyn Hill Collegiate Institute.	Canandaigua, N. Y.	Greenwood Seminary .....	Millville, Pa.
Canandaigua Academy .....	East Aurora, N. Y.	Hazzard's Academy .....	Monongahela City, Pa.
Aurora Academy .....	East Pembroke, N. Y.	Newville Academy .....	Newville, Pa.
Rural Seminary .....	Fort Plain, N. Y.	Miss Anable's School for Young Ladies.	Philadelphia, Pa.
Clinton Liberal Institute .....	Goshen, N. Y.	Friends' School .....	Philadelphia, Pa. (4th and Green sts.).
Goshen Institute .....	Lansingburg, N. Y.	Rugby Academy .....	Philadelphia, Pa. (1415 Locust st.).
Lansingburg Academy .....	Lima, N. Y.	School for Young Ladies .....	Philadelphia, Pa. (1519 Walnut st.).
Genesee Wesleyan Seminary.	Lowville, N. Y.	Young Ladies' Academy and Select School for Children.	Philadelphia, Pa. (1313 Poplar st.).
Lowville Academy .....	Newburg, N. Y.	Airy View Academy .....	Port Royal, Pa.
Miss Mackie's Boarding and Day School for Young Ladies and Children.	New York, N. Y. (24 E. 22d st.).	Selwyn Hall .....	Reading, Pa.
Miss Ballow's English and French School for Young Ladies.			



*List of institutions for secondary instruction, &c.—Continued.*

Name.	Location.	Name.	Location.
St. Cecilia's Academy.....	Scranton, Pa.	Greenville Graded School....	Greenville, Tex.
Sewickley Academy.....	Sewickley, Pa.	Sabine Valley University....	Hemphill, Tex.
Academy of the Holy Child Jesus.	Sharon Hill, Pa.	Alexander Institute.....	Kilgore, Tex.
Peirson's Academy.....	West Bridgewater, Pa.	Paris School.....	Paris, Tex.
Home School for Girls.....	West Philadelphia, Pa. (3511 Hamilton st.).	Rhea's Mill Academy.....	Rhea's Mill, Tex.
Lucretia M. B. Mitchell's School for Girls.	West Philadelphia, Pa.	Rutgersville College.....	Rutgersville, Tex.
Island High School.....	New Shoreham, R. I. (Block Island).	High School for Young Ladies	San Antonio, Tex.
Female Academy of the Sacred Heart.	Providence, R. I.	Coronal Institute.....	San Marcos, Tex.
Friends' New England Boarding School.	Providence, R. I.	Savoy College.....	Savoy, Tex.
La Salle Academy.....	Providence, R. I. (119 Franklin st.).	Convent of Notre Dame....	St. Johnsbury, Vt.
St. Mary's Young Ladies' Seminary.	Providence, R. I.	Glenwood Classical Seminary	West Brattleboro', Vt.
Gowensville Seminary.....	Gowensville, S. C.	Academy of the Visitation...	Abingdon, Va.
Ashland Institute.....	Ashland City, Tenn.	Alexandria Academy.....	Alexandria, Va.
Camden Academy.....	Camden, Tenn.	Piedmont Female Institute..	Charlottesville, Va.
Cleveland Masonic Institute.	Cleveland, Tenn.	Villanova Academy.....	Lewinsville, Va.
Clifton Masonic Academy...	Clifton, Tenn.	Private School.....	Norfolk, Va.
Decaturville Academy.....	Decaturville, Tenn.	Suffolk Female Institute....	Suffolk, Va.
Flag Pond Seminary.....	Flag Pond, Tenn.	Fairfax Hall.....	Winchester, Va.
Taylor Institute.....	Jackson, Tenn.	St. Mary's Academy.....	Charleston, W. Va.
Martin Academy.....	Jonesborough, Tenn.	Academy of the Visitation...	Parkersburg, W. Va.
Cumberland University School for Girls.	Lebanon, Tenn.	Wheeling Female Academy..	Wheeling, W. Va. (Mt. de Chantal).
Greenwood Seminary.....	Lebanon, Tenn.	Fox Lake Seminary (Academy).	Fox Lake, Wis.
Lynchburg Normal.....	Lynchburg, Tenn.	Marshall Academy.....	Marshall, Wis.
New Male and Female Institute.	Lynchburg, Tenn.	School (W. H. Pearce).....	Merrill, Wis.
Mason High School.....	Mason, Tenn.	Lutheran Ladies' Seminary..	Watertown, Wis.
Fairmount.....	Mont Eagle, Tenn.	Dakota College.....	Spearfish, Dak.
Mt. Pleasant Male and Female Academy.	Mt. Pleasant, Tenn.	Misses Blair and Barnes' Select School.	Washington, D. C.
Greenville District Seminary.	Rheatown, Tenn.	Mrs. C. B. Burr's School....	Washington, D. C. (1308 H st.).
Hardin College.....	Savannah, Tenn.	Emerson Institute.....	Washington, D. C. (14th st., bet. I and K).
Nourse Seminary.....	Sparta, Tenn.	Mt. Vernon Institute.....	Washington, D. C. (1530 I st.).
University of West Tennessee.	White Haven, Tenn.	Academy of the Visitation...	West Washington, D. C. (35th st.).
Woodbury College.....	Woodbury, Tenn.	Collegiate Institute for Young Ladies.	West Washington, D. C. (3100 N st. n. w.).
Austin College.....	Austin, Tex.	West Washington School for Girls.	West Washington, D. C. (2913 O st.).
West Texas Conference Seminary.	Austin, Tex.	Chickasaw Male Academy...	Tishomingo, Ind. Ter.
East Mound Academy.....	Bridgeport, Tex.	St. Vincent's Academy.....	Helena, Mont.
Academy of the Sacred Heart of Mary.	Corsicana, Tex.	Academy of the Visitation...	Las Cruces, N. Mex.
Dodd City High School.....	Dodd, Tex.	St. John's School.....	Logan, Utah.
Live Oak Seminary.....	Gay Hill, Tex.	Sacred Heart Academy.....	Ogden, Utah.
Jones' Male and Female Institute.	Goliad, Tex.	St. Mary's Academy.....	Salt Lake City, Utah.
		University of Utah.....	Salt Lake City, Utah.



TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Richardson's Select School .....	Mobile, Ala.....	Closed.
Talladega Male High School (William P. Kittrell, principal).	Talladega, Ala.....	Closed; Talladega Male School (Prof. A. H. Todd) takes its place.
Park High School.....	Tuskegee, Ala.....	Name changed to Alabama High School.
Litton Springs College.....	Geyser Springs, Cal ..	Post-office is not Geyser Springs, as heretofore reported, but Clairville.
Napa Collegiate Institute.....	Napa City, Cal .....	Name changed to Napa College in June, 1885.
Golden Hill Institute and Family Boarding School.	Bridgeport, Conn.....	Discontinued.
Gildersleeve High School.....	Portland, Conn .....	Post-office is now Gildersleeve.
English and Classical School .....	Windsor Locks, Conn..	Closed; former principal is in charge of the Robbins School, Norfolk, Conn.
Florida Military Institute .....	Jacksonville, Fla .....	Ceased to exist.
Mulberry Grove Academy.....	Antioch, Ga.....	Suspended.
Atlanta Baptist Female Seminary.....	Atlanta, Ga.....	Name changed to Spelman Seminary.
Methodist College for Young Ladies.....	Gainesville, Ga.....	See Table VIII.
High School .....	Greshamville, Ga.....	See Greshamville Academy; identical.
St. Mary's Institute .....	McLemore, Ga.....	See St. Mary's Institute, Cedar Grove; identical.
Marietta Institute .....	Marietta, Ga.....	Not in existence.
Monroe Male and Female Academy....	Monroe, Ga.....	Closed.
New Hope Academy .....	New Hope, Ga.....	Not in existence.
Idle Wild Academy .....	Pecan Creek, Ga.....	Closed.
Bethel Academy .....	West Point, Ga.....	Not in existence.
Ascension School .....	Chicago, Ill. (418 La Salle ave.).	Closed; Miss Holmes is now assistant principal of Girls' Higher School, 487 La Salle ave.
German High School .....	Chicago, Ill.....	Not found.
Chicago Ladies' Seminary .....	Chicago, Ill.....	Changed to "The Willard School."
Heimstreet's Classical Institute .....	Chicago, Ill.....	Closed.
German Lutheran School .....	Danville, Ill .....	See Evangel.-Luth. Dreieinigkeits Schule; identical.
Fairfield Collegiate Institute .....	Fairfield, Ill .....	Closed.
McDonough Normal, Scientific and Commercial College.	Macomb, Ill .....	Name changed to Macomb Normal College.
Practical Seminary of the Missouri Synod.	Springfield, Ill.....	Not found.
Montezuma Collegiate and Normal Institute.	Montezuma, Ind.....	Closed.
Lenox College .....	Hopkinton, Iowa .....	See Table IX.
Riverside Institute .....	Lyons, Iowa .....	Closed.
Swedish Lutheran College.....	Madrid, Iowa.....	This college has been proposed, but it has not yet come into existence.
College of Emporia .....	Emporia, Kans .....	Transferred to Table IX.
Lincoln College.....	Lincoln, Kans .....	See Kansas Christian College; identical.
Columbus College .....	Columbus, Ky.....	Closed.
Franklin Institute.....	Lancaster, Ky.....	Absorbed in the Garrard Female College, which is reported in Table VIII.
Garrard Female College .....	Lancaster, Ky.....	See Table VIII.
Louisville Collegiate Institute .....	Louisville, Ky.....	Closed; former principal is now in charge of Louisville Female College (Table VIII).
La Têche Seminary.....	La Têche, La .....	Name changed to Gilbert Seminary, and post-office is now Baldwin.
Schuylkill Seminary.....	Hagerstown, Md.....	No such institution here.
Day and Boarding School for Young Ladies and Children.	Boston, Mass. (West Chester park).	Not found.
Institute of Languages .....	Boston, Mass. (Hotel Pelham).	Removed; not found.
Felician Sisters' Seminary .....	Detroit, Mich.....	Elementary in grade.
The Misses Bacon's School for Young Ladies and Children.	Grand Rapids, Mich..	Closed.
Oak Park Seminary .....	Paw Paw, Mich.....	Closed.
East Mississippi Female College.....	Meridian, Miss .....	Transferred to Table VIII.
Shoenberger Hall .....	Nebraska City, Nebr ..	Closed.
Nebraska Conference Seminary .....	York, Nebr.....	Superseded by the Methodist Episcopal College of Nebraska (see Table IX).
Hampstead High School.....	Hampstead, N. H.....	A public high school.
Pittsfield Academy.....	Pittsfield, N. H.....	Superseded by a public high school.
Private School (Miss E. M. Hancock)..	Whitefield, N. H.....	Closed.
Blair Presbyterial Academy .....	Blairstown, N. J.....	Transferred to Table VII.
German, English, and French Academy	Hoboken, N. J. (272 Bloomfield st.).	Not found.
Collegiate Institute.....	Salem, N. J.....	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Chênevière Institute.....	Brooklyn, N. Y.....	Name changed to French-American School.
Lafayette Academy.....	Brooklyn, N. Y.....	Closed.
Buffalo Practical School.....	Buffalo, N. Y.....	Closed.
Cornwall Collegiate School for Young Ladies.....	Cornwall-on-the-Hudson, N. Y.....	Closed; principal removed to Brooklyn, in charge of Prospect Park Collegiate School for Young Ladies.
Falley Seminary.....	Fulton, N. Y.....	Closed for nearly two years on account of the prolonged illness of the principal.
Liberty Normal Institute.....	Liberty, N. Y.....	Apparently no longer in existence.
Franklin Academy.....	Malone, N. Y.....	Now a part of the public school system of the town of Malone.
Mrs. Ambrose J. Erwin's School.....	New Dorp (S. I.), N. Y.....	Closed.
M'Ho M. D. Tardivel's Institute for Young Ladies.....	New York, N. Y.....	Principal deceased.
Murray Hill Institute.....	New York, N. Y.....	Absorbed in Holladay and Fuller's Private School for Boys.
New York Military Academy.....	New York, N. Y. (Fort Washington).	Closed.
Chili Seminary.....	North Chili, N. Y.....	Name changed to "The A. M. Cheshbrough Seminary."
Pawling Seminary.....	Pawling, N. Y.....	Closed.
Pelham Institute.....	Poughkeepsie, N. Y.....	Not found.
Miss Cruttenden's English and French Boarding and Day School for Young Ladies.....	Rochester, N. Y.....	Superseded by Rochester Seminary for Young Ladies.
Edgewater Institute.....	Stapleton (S. I.), N. Y.....	Closed.
Syracuse Classical School.....	Syracuse, N. Y.....	Indefinitely suspended.
Whitestown Seminary.....	Whitestown, N. Y.....	Closed.
Catawba High and Normal School.....	Catawba, N. C.....	Name changed to Catawba College.
J. L. Tomlinson's School.....	Winston, N. C.....	J. L. Tomlinson is superintendent of the Winston public graded schools.
Friends' Boarding School.....	Barnesville, Ohio.....	See Olney School; identical.
Green Spring Academy.....	Green Spring, Ohio.....	See Table VII; this academy is preparatory to Western Reserve University at Cleveland, Ohio.
Hartford Academic Institute.....	Hartford, Ohio.....	Changed to Hartford High School.
Hopedale Normal College.....	Hopedale, Ohio.....	See Table IX.
Starr's Institute.....	Seven Mile, Ohio.....	Closed.
Smithville Normal College.....	Smithville, Ohio.....	Removed, June, 1885, to Wadsworth, Ohio, and will be opened there in August, 1885, with name of Wadsworth Normal School.
Dague's Collegiate Institute.....	Wadsworth, Ohio.....	Closed; principal is now in charge of Quinpiac Collegiate Institute.
Grace Church Parish School.....	Astoria, Oreg.....	Closed.
Sheridan Academy.....	Sheridan, Oreg.....	The only school taught here is a public school supported entirely by taxation; the academy failed.
Friends' Graded School.....	Germantown, Pa.....	Not found.
Glade Academy.....	Glade, Pa.....	Closed.
Pine Grove Normal Academy.....	Grove City, Pa.....	Changed to Grove City College; transferred to Table IX.
Newport Academy.....	Newport, Pa.....	Closed.
Episcopal Academy.....	Philadelphia, Pa.....	See Academy of the Protestant Episcopal Church; identical.
Supplee Institute for Young Ladies....	Philadelphia, Pa. (1713 Spruce st.).....	Removed. Not found.
West Chestnut Street Boys' Preparatory School.....	Philadelphia, Pa.....	Closed.
Brainerd Institute.....	Chester, S. C.....	Report of this institute is given in Table III (normal schools).
Milligan College.....	Cave Spring, Tenn.....	Name of post-office changed to Milligan.
La Grange Female School.....	La Grange, Tenn.....	See report of La Grange Female College (Table VIII).
Young Ladies' School.....	Memphis, Tenn.....	See Clara Conway Institute; identical.
Reuchlin Female Seminary.....	Morristown, Tenn.....	Discontinued; Morristown Female High School takes its place.
Seminary for Young Ladies.....	Mossey Creek, Tenn.....	Chartered in June, 1885, as Baptist Female College (see Table VIII).
Eclectic and Normal Institute.....	Murfreesborough, Tenn.....	See Eclectic Normal Institute (Table III).
Holston Seminary.....	New Market, Tenn.....	Suspended; may be reopened in 1886 or may be united to New Market Academy.
Collegiate Institute.....	Shelbyville, Tenn.....	Buildings of this institute were bought by the citizens of Shelbyville and the name changed to Shelbyville Female College (see Table VIII).

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Calvert High School.....	Calvert, Tex.....	A public high school.
Walcott Institute.....	Honey Grove, Tex.....	Closed.
East Texas Academic Institute.....	Leesburg, Tex.....	Suspended during the greater part of the year 1884-'85, and though since revived, it is proposed to merge it in the public school system of the State.
Aiken Institute .....	Paris, Tex .....	No longer in existence; superseded by the public graded school.
Mexia Polytechnic Institute.....	Mexia, Tex .....	Superseded by the Mexia public schools.
Barre Academy.....	Barre, Vt .....	Discontinued in June, 1885.
Stanley Hall .....	New Market, Va.....	Closed.
French Creek Institute .....	French Creek, W. Va ..	Closed as an academy July, 1884.
Janesville English Academy.....	Janesville, Wis .....	Not operated as a separate institution; see report of Silsbee Commercial College (Table IV).
Gymnasium of the Missouri Synod ....	Milwaukee, Wis .....	These schools cannot be found by the Milwaukee city post-office.
Progymnasium of the Missouri Synod ..	Milwaukee, Wis .....	
Lutheran High School.....	Wittenberg, Wis .....	
French and English Family and Day School.	Washington, D. C. (1305 17th st.).	Changed into an orphans' home. See McDonald-Ellis School; identical.
Young Ladies' Seminary .....	Washington, D. C. (1730 Massachusetts ave.).	Not in existence.
Indian University .....	Tablequah, Ind. Ter ...	Removed to Muskogee, Ind. Ter.
Tooele Seminary.....	Tooele, Utah.....	Only the primary department of Salt Lake Seminary.
Chehalis Valley Academy .....	Chehalis, Wash. Ter ...	Post-office is now Montesano.



TABLE VII.—Statistics of preparatory schools, including instruction having preparatory departments, for 1884-'85; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Tuscaloosa Male Academy.....	Tuscaloosa, Ala.....	0	1877	Prof. W. H. Verner, M. A.....	Non-sect.	1	1	0	...	8	10	2	2	...	36
2	Oak Monnd School.....	Napa, Cal.....	0	1873	C. M. Walker.....	Non-sect.	5	2	6	60	6	1	1	3	3	40
3	California Military Academy.....	Oakland, Cal.....	0	1865	Col. William H. O'Brien.....	Non-sect.	9	18	22	21	11	...	...	5	3	40
4	Oakland High School.....	Oakland, Cal.....	0	1869	J. B. McChesney, A. M.....	Non-sect.	10	15	20	200	14	12	...	45	3	42
5	Red Bluff Academy.....	Red Bluff, Cal.....	...	1877	E. S. Gans, A. B., and I. S. Crawford, Ph. B.....	Non-sect.	4	5	...	90	...	...	...	...	...	38
6	St. Helena Academy.....	St. Helena, Cal.....	1882	1882	Rev. Lovell L. Rogers, A. M.....	Non-sect.	5	8	12	54	8	3	5	...	3	40
7	Freshwater College of the Southwest.	Del Norte, Colo.....	1883	...	...	Presb.	...	(34)	...	...	...	...	...	...	...	...
8	Jarvis Hall*.....	Denver, Colo.....	...	...	Very Rev. H. Martyn Hart, warden.	P. E.....	6	5	0	20	7	2	0	0	8	36
9	Longmont College.....	Longmont, Colo.....	1884	1885	Joseph Hall, M. A.....	Presb.	17	80	40	400	12	15	5	55	4	38
10	Hartford Public High School.....	Hartford, Conn.....	...	1638	E. H. Wilson, A. M.....	Non-sect.	2	15	...	5	10	1	...	...	4	39
11	Wilson Grammar School.....	Middletown, Conn.....	...	1884	William Lee Cushing, rector.	Cong.....	4	20	70	...	10	14	4	6	5	38
12	Hopkins Grammar School*.....	New Haven, Conn.....	1660	1664	Robert P. Keep, Ph. D.....	Non-sect.	8	...	(a242)	...	...	...	...	...	4	30
13	Norwich Free Academy.....	Norwich, Conn.....	1854	1856	Martin H. Smith, A. M.....	Non-sect.	9	40	15	140	(6)	10	4	...	4	38
14	Connecticut Literary Institution.....	Sufield, Conn.....	1833	1833	George D. Lord.....	Cong.....	3	2	0	35	(6)	2	0	4	4	39
15	Woodstock Academy.....	Woodstock, Conn.....	1802	1802	George W. Kains, M. D., LL. D., chairman.	Non-sect.	4	110	10	100	12	8	2	5	...	38
16	Academy of Richmond County.....	Augusta, Ga.....	1783	1783	...	...	...	...	...	...	...	...	...	...	...	...
17	South Georgia Male and Female College.	Dawson, Ga.....	1882	1881	M. A. McNulty, A. M., pres'te.	Non-sect.	10	(a213)	...	...	5	...	...	...	5	40
18	Allen Academy.....	Chicago, Ill. (1832-1836 Michigan avenue).	...	1874	Ira W. Allen, A. M., LL. D.....	Non-sect.	13	25	23	45	6	...	...	...	5	40
19	Ascension School for Boys.....	Chicago, Ill. (383 La Salle avenue).	0	1883	Rev. Thos. D. Phillips, M. A.....	P. E.....	3	5	3	13	7	1	...	...	2	40

[illegible]

\* From Report of the Commissioner of Education for 1887-88.  
*a* Whole number of students.  
*b* Not specified.  
*c* Died June 11, 1885; succeeded by George B. Macellan, M. A.  
*d* Moved in June, 1885, in the Wheeler School for Boys, which is to be opened in September, 1885.  
*e* This academy, though maintained as a separate and distinct institution, is under the direction and management of the trustees of Illinois College; its statistics are reported with that college in Table IX.  
*f* Highest enrollment in any term during the year.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.								Number of years in full course of study.	Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
52	Chauncy Hall School *		0	Boston, Mass. (259 Boylston street).	William H. Ladd.	24			(324)	9				6		
53	Girls' Latin School		1878	Boston, Mass.	John Tutlow, A. M.	8				11	10	0	2	6	40	
54	Private Classical School		1866	Boston, Mass. (174 Tremont street).	George W. C. Noble.	5	70				10			6	40	
55	Public Latin School		0	Boston, Mass. (Warren avenue).	Moses Merrill, Ph. D., head-master.	12	366			11	29			0	40	
56	Cambridge High School		0	Cambridge, Mass.	William F. Bradbury, head-master.	13	70	13	393	14	16	2	54	2, 4, 5	40	
57	Day and Family School.			Cambridge, Mass. (13 Appian Way).	Joshua Kendall.	2	8		5		2				36	
58	Public High School.			Concord, Mass.	William L. Eaton.	4	12		75	14	5	1	7	4	39	
59	Williston Seminary.		1841	Easthampton, Mass.	Joseph H. Sawyer, A. M., acting principal.	10	72	82	0	0	19	6	8	4	39	
60	Preparatory Department in Home School for Young Ladies.			Everett, Mass.	Mrs. A. P. Potter	7	8		17		0	0		4	38	
61	Groton School			Groton, Mass.	Rev. Endicott Peabody.	4	27			12				6	38	
62	Lawrence Academy		1793	Groton, Mass.	Nathan Thompson, A. M.	4	9		51	14	2	2	2	3, 4	38	
63	Elmwood Institute*		1844	Lancaster, Mass.	Alfred A. Gilbert, A. M.	5	6	4	30	6		2			39	
64	Leicester Academy.		1784	Leicester, Mass.	Caleb A. Page, A. M.	4	17	6	62	(a)	2			4	39	
65	Monson Academy*		1804	Monson, Mass.	George J. Cummings, M. A.	3	12	4	70	(a)	2	3	12	3	39	
66	Classical School for Girls*.		1877	Northampton, Mass.	Misses Mary A. Burnham and Bessie T. Capen.	15	25		55	12					36	
67	Allen Home School.			Northborough, Mass.	Edward A. H. Allon, C. E.	3	2	4	8	12	0	4	0	4	37	
68	Mr. Knapp's Home School for Boys.		1867	Plymouth, Mass.	Frederick N. Knapp	3	5	5	6	10	0	1	0	4	40	



69	Arms Academy	1860	Harvey S. Cowell, A. M.	Non-sect	7	15	2	123	12	1	0	0	4	27
70	St. Mark's School	1865	William E. Peck, A. M., head-master.	P. E.	5	58	2	12	12	3	1	---	6	37
71	Dummer Academy	1782	John Wright Perkins, A. M., head-master.	Non-sect.	4	20	14	8	---	2	4	---	6	38
72	Greylock Institute	0	George F. Mills, A. M.	Cong.	7	13	6	36	12	7	0	1	4	37
73	Springfield Collegiate Institute	1874	Clarence E. Blake, A. M.	Non-sect.	6	0	0	60	10	0	0	5	---	40
74	Edwards Place School	1875	Fordham Hoffman	Non-sect.	2	3	1	12	2	2	2	---	---	52
75	Bristol Academy	1792	Frederic T. Farnsworth, A. M.	Non-sect.	6	16	2	105	(a)	3	1	0	3	40
76	Dana Hall School*	1880	Messrs Julia A. and Sarah P. Eastman.	Non-sect.	13	2	10	55	(a)	4	1	0	4	38
77	Howard Collegiate Institute	1883	Helen Magill, M. D.	Non-sect.	7	---	---	644	12	---	---	---	7	38
78	West Newton English and Classical School	1855	Nathaniel T. Allen	Non-sect.	12	9	15	63	10	2	8	10	6-8	37
79	Worcester Academy	1834	Daniel W. Abercrombie, A. M.	Baptist	5	45	50	---	12	8	1	9	4	38
80	Michigan Military Academy	1877	Col. J. Sumner Rogers, sup't.	Non-sect.	7	6	15	91	---	14	3	1	5	36
81	Baldwin School*	1859	Rev. E. D. Neill, president	Presb.	2	---	---	645	---	---	---	---	---	---
82	South Academy	1853	Danah Arnold, A. M.	Non-sect.	22	---	---	---	11	6	3	2	5	40
83	Austin Academy	1830	J. Copp	Non-sect.	2	4	0	42	---	---	---	---	4	36
84	St. Paul's School	1835	Rev. Henry A. Coit, D. D.	P. E.	20	24	46	0	12	14	5	7	6	37
85	Phillips Exeter Academy*	1781	G. A. Wentworth, A. M., acting principal. <sup>d</sup>	Non-sect.	7	200	30	21	13	51	11	6	4	38
86	Kimball Union Academy	1813	D. G. Miller, A. B.	Cong.	4	6	0	56	14	3	1	18	3	39
87	McCollum Institute	1850	C. S. Campbell	Cong.	3	---	10	51	13	---	---	7	4	36
88	Coby Academy	1837	James P. Dixon, A. M., pres't.	Baptist	6	22	60	74	14	3	0	7	4	37
89	Farmington Preparatory School	1856	J. Fletcher Street, A. M.	---	6	2	2	156	6	1	0	4	4	40
90	Blair Presbyterian Academy	1848	J. H. Shumaker, A. M., M. D.	Presb.	7	38	7	51	13	3	1	5	4	39
91	Pieddie Institute	1866	Rev. John Greene, A. M., M. D.	Baptist	11	15	3	150	(a)	---	---	1	5	39
92	Stevens High School	1870	Rev. Edward Wall, A. M.	Non-sect.	2	64	5	---	---	---	27	6	3	36
93	Lawrenceville School	1883	Rev. James C. Mackenzie, A. M., M. D., head-master.	Presb.	10	80	20	10	14	9	2	---	4	38
94	Rutgers College Grammar School	1770	E. T. Tomlinson, head-master	D. Ref'd.	7	80	40	15	---	13	---	7	4	38
95	Pennington Seminary	1839	Rev. Thomas Hanton, D. D., president.	M. E.	14	6	6	143	12	6	6	7	3	40
96	Brooklyn Latin School for Boys	1883	Caskie Harrison, M. A., and Elmer E. Phillips, M. A.	---	6	---	---	---	---	---	---	---	4	40
97	Cazenovia Seminary	1825	Rev. Isaac N. Clements, A. M.	M. E.	10	40	10	250	(a)	10	2	15	3	39
98	Claverack College and Hudson River Institute	1779 (1854)	{ Rev. Alonzo Flack, M. D., } president.	Non-sect.	735	g40	g10	g217	(a)	10	6	12	2, 4	39
99	Fort Edward Collegiate Institute	1854	Rev. Joseph E. King, D. D., M. D., president.	M. E.	12	30	20	140	13	6	2	---	3	39
100	Colgate Academy	1853	James W. Ford, A. M., M. D.	Baptist	6	100	20	45	---	23	3	3	3	40
101	Cook Academy*	1872	Albert C. Hill, A. M.	Baptist	8	---	---	---	---	---	3	---	3	39

<sup>f</sup> For all departments.

<sup>g</sup> Includes students reported in Table VIII.

<sup>e</sup> Whole number of students.

<sup>d</sup> Since the date of the above return, Rev. Walter Q. Scott, D. D., has become principal of this academy.

<sup>e</sup> Pursuing the scientific course of this academy.

<sup>a</sup> Not specified.

<sup>b</sup> This institute has a course complete in itself, though its graduates are expected to enter universities or the higher years in college.

<sup>c</sup> From Report of the Commissioner of Education for 1883-84.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
102 Cascadilla School*.....	Ithaca, N. Y. ....	0	1876	Lucien A. Wait, A. B. ....	Non-sect.	4	4	25	0	14	3	30	10	4	31
103 Ithaca High School.....	Ithaca, N. Y. ....	1875	1875	D. O. Barfoe.....	Non-sect.	6	5	40	169	20	20	2	14	4	40
104 Kingston Free Academy.....	Kingston, N. Y. ....	1795	1795	Francis J. Cheney, A. M. ....	Non-sect.	8	10	5	216	(2)	3	2	0	4	43
105 Friends' Academy.....	Loonst Valley, Long Island, N. Y. ....	1876	1876	Arthur H. Tomlinson, B. S. ....	Friends..	5	4	5	80		2			5	39
106 St. John's Military School.....	Manlius, N. Y. ....	1881	1881	Rev. John W. Craig, A. B., head-master.	P. E.....	8	20		30	11	4	5	10	6	38
107 Siglar's Preparatory School.....	Newburg, N. Y. (Seminary place). New York, N. Y. (6 East 44th street).	0	1863	Henry W. Siglar, M. A. ....	Non-sect.	5	25	5	20	8	3	1	6	4	38
108 Berkeley School.....	New York, N. Y. (539 East 44th street).	.....	1880	John S. White, LL. D., head-master.	Non-sect.	12	100	20			13	1			34
109 Classical and Mathematical School.....	New York, N. Y. (539 to 543 Fifth avenue).	.....	.....	Messrs. Wilson & Kellogg.....	Non-sect.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
110 Columbia Grammar School.....	New York, N. Y. (51st street, near Madison avenue).	0	1763	R. S. Bacon, A. M., M. D., B. H. Campbell, A. M. ....	Non-sect.	23	103	65	114	8	17	13	16	5	40
111 De La Salle Institute.....	New York, N. Y. (48 2d street).	1861	1861	Rev. Brother Alphens.....	R. C.....	12	150	40	60	8	8	4	11	4	40
112 Heidenfeld Institute.....	New York, N. Y. (322 Lexington avenue).	.....	1864	Dr. Theo. E. Heidenfeld.....	.....	13	6	10	80	6	5	4	.....	4	40
113 Dr. J. Sachs' Collegiate Institute.*	New York, N. Y. ....	.....	1872	Dr. Julius Sachs.....	Non-sect.	13	20	6	134	.....	7	4	.....	.....	39
114 M. W. Lyon's Collegiate Institute.	New York, N. Y. (5 East 22d street).	.....	.....	M. W. Lyon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
115 New York Latin School*.....	New York, N. Y. (6 East 47th street).	.....	1874	Virginus Dabney.....	.....	8	10	6	26	.....	3	.....	4	6	40

116	New York Progymnasium .....	New York, N. Y. (148 Elizabeth street).	1881	Rev. E. Bohm, director	Ev. Luth.	5	22	13	3	40
117	New York School of Languages.	New York, N. Y. (1479-1485 Broadway)	1876	Henry C. Miller, T. T. Thymois, Charles C. Stimets, directors.	Non-sect.	10	42	10	1	4
118	Private School for Boys .....	New York, N. Y. (20 West 43d street).	1873	Arthur H. Cutler, A. B.	Non-sect.	10	30	3	1	5
119	St. John's Hall, Preparatory School for Young Boys.	New York, N. Y. (Fordham).	1882	J. Woodbridge Davis, C. E., rpt. D.	Non-sect.	8	19	14	9	2
120	School of Mines Preparatory School.	New York, N. Y. (32 East 45th street).	1870	Wallace C. Willcox.	Non-sect.	5	5	20	3	2
121	Mohagan Lake School*	Pedskill, N. Y.	1869	Rev. Scott B. Rabinson, M. A., S. T. B.	P. E.	5	7	4	31	6
122	Park Institute.	Lye, N. Y.	1855	Prof. Charles S. Halsey, A. M.	Non-sect.	7	48	6	97	12
123	Union Classical Institute.	Schenectady, N. Y.	1839	Rev. J. Breckenridge Gibson, D. D., rector.	P. E.	11	663	10-15	7	0
124	St. John's School.	Sing Sing, N. Y.	1881	Frederick E. Purtington, A. M.	Non-sect.	10	10	150	0	0
125	Staten Island Academy and Latin School.	Slapleton (S. I.), N. Y.	1835	Rev. I. S. Davison	Non-sect.	1	4	1	8	12
126	Professor Davison's Institute	Yonkers, N. Y. (181 Woodworth-avenue)	1859	Rev. I. S. Davison	Non-sect.	4	15	1	20	1
127	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y.	1867	Rev. Montgomery R. Hooper, M. A., head-master.	Non-sect.	20	10	2	3	3
128	The Yale School.	Cincinnati, Ohio	1877	Theodore F. Leighton, B. A.	Non-sect.	9	30	20	25	7
129	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (6 W. 4th street).	1855	W. H. Venable, A. M.	Non-sect.	5	20	1	6	7
130	Collegiate School .....	Cincinnati, Ohio	1863	Rev. J. Babbin, A. B.	P. E.	7	52	2	7	36
131	Walnut Hills School .....	Cleveland, Ohio (Sib- ley street).	1882	Joseph E. White and Gerrit S. Sykes.	Non-sect.	8	50	10	36	10
132	Brooks Military Academy.	Gambier, Ohio.	1874	Amos H. Thompson, head-master.	Non-sect.	5	30	1	26	12
133	Kenyon Grammar School .....	Green Spring, Ohio.	1825	Lawrence Rust, M. A., LL. D.	P. E.	5	30	1	26	12
134	Western Reserve Academy .....	Hudson, Ohio.	1881	Rev. J. S. Axtell, A. M.	Presb.	5	10	6	46	12
135	Western Reserve Academy .....	Iberia, Ohio.	1849	Newton K. Hobart, A. M.	Non-sect.	5	39	1	40	14
136	Ohio Central College .....	Bethlehem, Pa.	1854	F. H. Miller	Non-sect.	6	3	1	12	0
137	Preparatory School for Lehigh University.	Bethlehem, Pa.	1878	William Ulrich	Non-sect.	8	15	46	12	10
138	Chambersburg Academy .....	Chambersburg, Pa.	1797	M. R. Alexander, A. B.	Presb.	5	15	8	32	7
139	German town Academy .....	German town, Pa. (Phila. School Lane).	1784	William Korshaw, A. M., Vt. D.	Non-sect.	13	75	100	50	5
140	Walnut Lane School and Wellesley Preparatory.	Kingston, Pa.	1844	Rev. L. L. Sprague, A. M.	M. E.	18	20	18	381	13
141	Wyoming Seminary .....	Lancaster, Pa.	1836	Rev. George F. Muhl, A. M., rector.	Reformed	2	22	1	3	8
142	Franklin and Marshall Academy .....	Lewisburg, Pa.	1846	William E. Martin, A. M.	Baptist	7	20	17	23	5
143	University Academy .....	Lewistown, Pa.	1846	The Misses Knottwell	Non-sect.	4	2	7	33	5
144	Lewistown Academy .....	Lewistown, Pa.	1815	William E. Martin, A. M.	Non-sect.	4	2	7	33	5

\* From Report of the Commissioner of Education for 1883-84.

a Not specified.  
b Whole number of pupils.

c One entered theological seminary.  
d These statistics are for the year 1883-84.



TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year and did not enter other institutions.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
145 Palatinate College .....	Myerstown, Pa. ....	1868	1868	Rev. Wm. C. Schaeffer, A. M., president.	Reformed	8	.....	.....	a148	.....	.....	.....	.....	4	40
146 North Wales Academy and School of Business, (P. O. box 725), Philadelphia, Pa. ....	North Wales, Pa. ....	0	1867	Samuel Umstead Brunner, M. ACCT.	Non-sect.	5	8	10	40	12	6	3	4	3	39
147 Tewamith Classical School .....	Philadelphia, Pa. (1008 Chestnut street).	.....	1857	William Fowensmith, M. A. ....	Non-sect.	2	3	3	13	.....	1	.....	3	6	42
148 George F. Martin's School for Boys .....	Philadelphia, Pa. (3903 Locust street).	0	1882	George F. Martin, A. M. ....	Non-sect.	4	15	25	0	10	0	5	2	6	40
149 North Broad Street Select School for Young Men and Boys. .	Philadelphia, Pa. (corner Broad street and Fairmount avenue).	0	1868	George Eastburn, M. A. ....	Non-sect.	12	33	8	110	10	5	2	12	4	40
150 Preparatory School .....	Philadelphia, Pa. (15 Chestnut street).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
151 The Wellesley School .....	Philadelphia, Pa. (2027 Chestnut street).	0	1882	Miss Elizabeth B. Root, B. A., and Miss Cordelia Brittingham	Non-sect.	12	20	30	50	(b)	15	.....	.....	4	36
152 William Penn Charter School ..	Philadelphia, Pa. (8 South 12th street).	1711	1689	Richard M. Jones, M. A. ....	Friends..	9	.....	.....	a171	.....	9	6	3	5	39
153 Harry Hillman Academy* &c. ....	Wilkes Barre, Pa. ....	1881	1878	Henry S. Green, A. B., and Edwin L. Scott, A. B.	Non-sect.	7	.....	.....	a89	10	9	3	1	7	37
154 York Collegiate Institute* .....	York, Pa. ....	1873	1873	Rev. James McDougall, Jr., M. D.	Presb. ....	8	25	.....	100	(b)	4	2	6	4	40
155 Rogers High School .....	Newport, R. I. ....	.....	1873	Frederic W. Tilton, A. M., head-master.	Non-sect.	7	21	2	108	(b)	5	2	5	4	40
156 English and Classical School .....	Providence, R. I. (49 Snow street).	.....	1864	Charles B. Goff, A. M. ....	.....	18	90	12	147	8	9	5	11	7	38
157 University Grammar School .....	Providence, R. I. ....	.....	1764	Morrice Lyon, A. M., LL. D., and Emory Lyon, A. M., M. D.	Baptist ..	6	38	3	14	8	8	2	2	4	38

158	High School of Charleston.....	1839	Virgil C. Dibble, A. M.....	Non-sect.	6	230	15	c120	4	2	2	4	40
159	Mt. Zion Collegiate Institute	1877	J. C. Cork.....	Non-sect.	5	20	15	140	6	5	2	5	40
160	and Graded School.												
161	McFetters Classical Institute.....	1882	McKenzie, Tenn.....	M. E.....	4	40	20	30	(b)	7	7	4	40
162	Manchester College <sup>a</sup> .....	1867	E. R. Williams, A. M., and										
163	Mosheim Male and Female In-	1870	J. G. Estill.....	J. G. Estill	4	---	---	170	---	---	---	12	20
164	stitute.		Rev. J. M. Wagner, A. M.....		5	---	---	a50	---	---	---	4	40
165	Burr and Burton Seminary.....	1839	Rev. Milton L. Severance.....	Cong.	8	16	---	---	---	3	---	3	23
166	Green Mountain Seminary.....	1862	Miss Elizabeth Colley.....	F. W. B.	6	6	12	112	---	4	4	3, 4	36
167	Koumoro University High School	1872	H. A. Strode.....	Non-sect.	2	---	---	---	4	---	---	40	40
168	Bellevue High School.....	0	William R. Abbot.....	Non-sect.	4	---	---	a50	13	3	2	4	39
169	Preparatory School.....	1865	W. Gordon McCabe, A. M., head-	Non-sect.	5	---	---	---	10	30	5	---	40
170	University School.....		master.										
171	Shenandoah Valley Academy.....	1865	C. L. C. Minor, A. M., D. D.....	P. E.....	3	---	---	---	---	5	---	0	36
172	Wayland University.....	1855	Rev. George F. Linfield.....	Baptist	5	12	4	54	13	3	0	6	30
173	Beloit College Academy.....	1846	Rev. A. W. Burr, A. M.....	Cong. and f2	18	13	12	67	14	10	2	3, 4	40
174	Berlin High School.....	1857	Te. J. Wiswall.....	Presb.	3	1	5	108	(b)	1	0	11	36
175	Concordia College.....	1883	Emil Hamann.....	Non-sect.	7	---	---	a144	13	45	---	6	42
176	Markham Academy.....	1861	Albert Markham.....	Ev. Luth.	4	23	10	47	---	5	---	4	40
177	Graunhar School of Racine Col-	1852	Rev. Arthur Piper, jr., head-	Non-sect.	9	---	---	0	8	6	2	---	38
178	lege.		master.	P. E.....									
179	University of North Dakota....	1883	Henry Montgomery, M. A.,	Non-sect.	6	5	20	54	---	---	---	2, 4	36
180			B. Sc., vice-president.										
181	The Methodist University.....	1885	Rev. Joseph Ward, D. D.....	Cong.....	6	33	18	---	---	4	3	---	30
182	Yankton College.....	1881	Andrew P. Montague, A. M.....	Non-sect.	7	50	15	25	11	15	1	2	4
183	Columbia College Preparatory	1821											
184	School.												

<sup>a</sup> From Report of the Commissioner of Education for 1883-'84.

<sup>b</sup> Whole number of pupils.

<sup>c</sup> Not specified.

<sup>e</sup> Formerly Wilkes Barre Academy.

<sup>d</sup> Latin required in every class above 5th, and Greek or French or German.

<sup>e</sup> Including preparatory class.

<sup>f</sup> Assisted by the college faculty.

TABLE VII. — Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1881-'85, &c. — Continued.												
NOTE.— × indicates an affirmative answer; 0 signifies no or none; ..... indicates no answer.												
Name.	17 Has the school a chemical laboratory?	18 Has the school a philosophical cabinet and apparatus.	19 Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	23 Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
				20 Number of volumes.	21 Increase in the last school year.			24 Value of grounds, buildings, and apparatus.	25 Amount of productive funds.	26 Income from productive funds.	27 Receipts for the last year from tuition fees.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Tuscaloosa Male Academy.....	0	0	0	0	0	\$45	\$149	.....	.....	.....	\$1,500	September 15.
Oak Mount School.....	0	0	0	300	.....	40-70	250-350	.....	.....	.....	.....	July 28.
California Military Academy.....	x	x	x	200	.....	100	200	\$30,000	\$9	\$9	.....	July 20.
Oakland High School.....	x	x	0	400	10	0	0	43,000	.....	.....	.....	July.
Red Bluff Academy.....	x	x	0	300	100	40, 60	100	9,000	.....	.....	4,250	Sept. 2d Mon.
St. Helena Academy.....	0	x	0	.....	.....	.....	.....	6,500	.....	.....	2,500	August 5.
Presbyterian College of the Southwest.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jarvis Hall.....	0	x	x	100	20	60	400	50,000	.....	.....	.....	.....
Lozmont College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harford Public High School.....	x	x	0	1,000	150	775	.....	327,440	0	0	5,000	May 15.
Wilson Grammar School.....	0	0	0	300	25	80-100	400	300,000	.....	.....	1,900	September 15.
Hopkins Grammar School*.....	0	0	0	.....	.....	.....	.....	15,000	.....	.....	.....	September.
Norwich Free Academy.....	x	x	0	.....	.....	e 15	.....	.....	.....	.....	.....	Sept. 2d Wedn'y.
Connecticut Literary Institution.....	x	x	x	1,650	0	36	145	150,000	50,000	.....	.....	September 2.
Woodstock Academy.....	x	0	0	1,500	.....	25	100	20,000	12,000	300	600	September 1.
Academy of Richmond County.....	x	x	0	0	0	15	200	35,000	150,000	5,000	1,800	October 1.
South Georgia Male and Female College.....	0	0	x	500	25	20-40	125-125	12,000	.....	.....	.....	Sept. 1st Mon.
Allen Academy.....	0	x	x	2,475	45	60-200	300-400	.....	0	0	1,500	September 23.
Ascension School for Boys &c.....	0	x	x	45	.....	60-90	250	2,500	0	0	17,500	September 23.
Harvard School.....	x	x	0	200	200	120	.....	.....	.....	.....	.....	September 24.
Park Institute (preparatory department)*.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	September 4.
University School.....	(e)	(e)	(e)	(e)	.....	25	125-175	.....	(e)	(e)	(e)	.....
Knox Academy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whipple Academy.....	.....	.....	.....	250	20	g 30	80	15,000	11,004	625	0	September 1.
Evangelisch-Luthersches Collegium.....	0	x	x	150	.....	.....	.....	55,000	.....	.....	612,000	September 9.
Morgan Park Military Academy*.....	0	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....

NOTE. — x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.



[illegible]

\* From Report of the Commissioner of Education for 1883-'84.

*a* Property and pledges to this amount.

*b* For non-residents.

*c* For non-residents.

*d* To residents.

*e* Merged, in June, 1885, in the Wheeler School for Boys, which is to be opened in September, 1885.

*f* Free to those who intend to enter Wartburg Seminary.

*g* Board and tuition.

*h* Free to those who intend to enter Wartburg Seminary.

*i* Average charge.

*j* Free to residents.

*k* Free to residents.

*l* Free tuition of 8 pupils.

*m* Value of grounds and buildings.

*n* Of this amount \$800 were received from the State for free tuition of 8 pupils.

*o* Value of grounds and buildings.







TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	17 Has the school a chemical laboratory?	18 Has the school a philosophical cabinet and apparatus?	19 Has the school a gymnasium?	Library.		22 Annual charge to each student for tuition.	23 Average cost of board and lodging per annum.	Property, income, &c.				28 Scholastic year begins—
				20 Number of volumes.	21 Increase in the last school year.			24 Value of grounds, buildings, and apparatus.	25 Amount of productive funds.	26 Income from productive funds.	27 Receipts for the last year from tuition fees.	
1												29
Walnut Lane School and Wellesley Preparatory.	x	x	0	1,890	90	\$42	\$200	\$200,000	\$25,000	\$1,500	\$10,913	Sept., 1st Wed.
Wyoming Seminary	(a)	(a)	0	(b)	150	50	150	22,000	(b)	(b)	1,658	Sept., 1st Thurs
Franklin and Marshall Academy	x	x	0	1,190	40	25-50	200	22,000	0	0	0	September 2.
University Academy	x	x	x	1,190	40	40	188	22,000	0	0	0	September 7.
Lewistown Academy	x	x	x	1,190	40	40	120	22,000	0	0	1,500	September 14.
Palatinate College	x	x	x	175	25	70-110	150	21,000	0	0	6,000	September 18.
North Wales Academy and School of Business.	x	x	x	350	20	70-150	150	21,000	0	0	18,275	September 8.
Fewsmith Classical School	0	0	0	350	20	70-150	150	21,000	0	0	0	September 22.
George F. Martin's School for Boys	x	x	x	350	20	70-150	150	21,000	0	0	0	September 18.
North Broad Street Select School for Young Men and Boys.	x	x	x	350	20	70-150	150	21,000	0	0	0	September 8.
Preparatory School.	0	x	0	150	150	80	320	75,000	0	0	0	September 22.
The Wellesley School	0	x	x	400	400	75-125	300	75,000	60,000	3,000	15,427	September 18.
William Penn Charter School	x	x	x	1,500	25	80-100	150	75,000	20,000	6,000	4,000	September.
Harry Hillman Academy	x	x	x	1,200	100	90-125	236	110,000	100,000	3,900	60	Sept., 1st Mon.
York Collegiate Institute	0	0	0	400	400	45-125	40	15,000	90,000	0	24,000	Sept., 1st Mon.
Rogers High School	0	0	0	400	400	35	120	15,000	40	4,000	6,000	September 13.
English and Classical School	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
University Grammar School	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
High School of Charleston	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
Mt. Zion Collegiate Institute and Graded School.	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
McTyeire Classical Institute	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
Manchester College	0	0	0	400	400	35	120	15,000	40	4,000	6,000	October 1.
Mosheim Male and Female Institute	x	x	0	700	150	15-30	80-100	18,000	30,000	2,900	2,900	August 31.
Burr and Burton Seminary	x	x	0	1,100	150	42	100	4,500	100	2,000	2,000	July 30.
Green Mountain Seminary	x	x	0	1,100	150	174-264	137	18,000	30,000	2,900	2,900	September 8.
	x	x	0	1,100	150	21	90	20,000	15,500	2,900	1,290	August 25.

165	Kenmore University High School.....	0	0	5,000	225	6350	25,000	September 10. September 13.
166	Hellorno High School.....	0	0	5,000	225	6350	25,000	September 10. September 13.
167	Preparatory School.....	0	0	5,000	225	6350	25,000	September 10. September 13.
168	University School.....	0	0	5,000	225	6350	25,000	September 10. September 13.
169	Shenandoah Valley Academy.....	0	0	5,000	225	6350	25,000	September 10. September 13.
170	Wayland University.....	0	0	5,000	225	6350	25,000	September 10. September 13.
171	Reddit College Academy.....	0	0	5,000	225	6350	25,000	September 10. September 13.
172	Berlin High School.....	0	0	5,000	225	6350	25,000	September 10. September 13.
173	Concordia College.....	0	0	5,000	225	6350	25,000	September 10. September 13.
174	Markham Academy.....	0	0	5,000	225	6350	25,000	September 10. September 13.
175	Grammar School of Racine College.....	0	0	5,000	225	6350	25,000	September 10. September 13.
176	University of North Dakota.....	0	0	5,000	225	6350	25,000	September 10. September 13.
177	The Methodist University.....	0	0	5,000	225	6350	25,000	September 10. September 13.
178	Yankton College.....	0	0	5,000	225	6350	25,000	September 10. September 13.
179	Columbian College Preparatory School.....	0	0	5,000	225	6350	25,000	September 10. September 13.

\* From Report of the Commissioner of Education for 1885-'84.

a Uses college apparatus.

b Reported with collegiate department (see Table IX).

c Board and tuition.

d Principal's library.

e Value of apparatus and furniture.

f Value of apparatus.

g Formerly Wilkes Barre Academy.

h To non-residents.

TABLE VII.—List of preparatory schools from which no information has been received.

Name.	Location.	Name.	Location.
Berkeley Gymnasium.....	Berkeley, Cal.	Cottage Hill School.....	Poughkeepsie, N. Y.
Yale School.....	Chicago, Ill.	Fairview Institute.....	Saratoga Springs, N. Y.
Fort Wayne College.....	Fort Wayne, Ind.	Vincin.....	Sing Sing, N. Y.
English High School.....	Boston, Mass.	De Vaux College.....	Suspension Bridge, N. Y.
Private Classical School.....	Boston, Mass. (20 Boylston place).	Collegiate Preparatory School for Young Gentlemen.....	Dayton, Ohio.
Adams Academy.....	Quincy, Mass.	The Hill School.....	Pottstown, Pa.
Pratt's English and Classical School for Boys.....	Shelburne Falls, Mass.	Preparatory School.....	Bristol, R. I.
Burlington Military College.....	Burlington, N. J.	Greenwich Academy.....	East Greenwich, R. I.
Mr. Kline's School.....	Ithaca, N. Y.	State Military Academy.....	Charleston, S. C.
Kinderhook Academy.....	Kinderhook, N. Y.	Greenwood.....	Greenwood Depot, Va.
University Grammar School.....	New York, N. Y. (481 Broadway).	Norwood High School and College.....	Norwood, Va.
		Hanover Academy.....	Taylorville, Va.
		University of New Mexico.....	Santa Fe, N. Mex.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Collegiate and Commercial Institute.....	New Haven, Conn.....	Principal deceased and school closed.
Antion Grammar School.....	New York, N. Y.....	Not found.
Charter Institute.....	New York, N. Y. (Central Park).....	Closed.
Preparatory Scientific School.....	New York, N. Y. (341 Madison ave.).....	Closed. This school has been held in the buildings of the Miami
Miami Classical and Scientific Training School for Boys.....	Oxford, Ohio.....	University, which, after several years' suspension, will reopen
West Philadelphia Latin School.....	Philadelphia, Pa.....	In September, 1885.
Wilkes Barre Academy.....	Wilkes Barre, Pa.....	See George F. Martin's School for Boys; identical.
Racine Academy.....	Racine, Wis.....	Name changed to Harry Hillman Academy.
		Closed.



TABLE VIII. — Statistics of institutions for the superior instruction of women for 1884-'85; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of In- struction.			Instructors in preparatory de- partment.	Students.				Number of scholarships.	
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or par- tial course.	Number of grad- uate students.		Number in col- legiate depart- ment.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Athens Female College.....	Athens, Ala.....	1852	1853	Rev. W. A. Rogers, A. M.....	M. E. So. Non-sect.....	12								61	
2 Union Female College.....	Enfauia, Ala.....	1852	1853	E. G. Brownlee, M. D.....	M. E. So. Non-sect.....	7	2	5	1	27	110			137	12
3 Huntsville Female College.....	Huntsville, Ala.....	1852	1853	Rev. A. B. Jones, A. M.....	M. E. So. Non-sect.....	14	1	13	2	57	106	12	2	177	0
4 Huntsville Female Seminary (Rotherwood Home). <sup>b</sup>	Huntsville, Ala.....	1859	1859												
5 Andison Female Institute.....	Marion, Ala.....	1859	1859	Robert Frazer, LL. D.....	Baptist.....	15	3	12	2	49	93	9	4	155	0
6 Marion Female Seminary.....	Marion, Ala.....	1843	1846	James D. Wade, A. M.....	Non-sect.....	8	1	7		23	59			82	
7 Centenary Female College*.....	Summersfield, Ala.....	1840	1843	Rev. R. T. Barton, A. M.....	M. E. So. Non-sect.....	4	2	2		10	26	15		51	
8 Synodical Female Institute.....	Talladega, Ala.....	1840	1841	Rev. G. W. Maxson, Presb.....	Presb.....	6	2	4	1	27	100	4		131	0
9 Alabama Central Female College.....	Tuscaloosa, Ala.....	1857	1857	G. W. Thomas, A. M., and S. B. Foster, A. M.....	Baptist.....	13	3	10	3	35	85	3	5	128	5
10 Tuscaloosa Female College.....	Tuscaloosa, Ala.....	1859	1859	Alonzo Hill, A. M.....	Non-sect.....	15	3	12	3	45	105	8	6	164	0
11 Alabama Conference Female College.....	Tuskegee, Ala.....	1855	1856	John Massey, LL. D.....	Meth.....	11	2	9						185	
12 Harmon Seminary*.....	Berkeley, Cal.....	1855	1852	The Misses Harmon.....	Non-sect.....	16	7	9		647	35	11		93	
13 The Ellis College.....	Los Angeles, Cal.....	1877	1871	Rev. John W. Ellis.....	Non-sect.....	10	2	8		20	25	8		53	
14 Mills Seminary and College.....	Mills Seminary, Cal.....	1868	1861	Homer E. Sprague.....	Non-sect.....	16	5	11		450	84	16		150	8
15 College of Notre Dame.....	San José, Cal.....	1868	1861	Sister Marie Cornelia, superior.....	R. C.....	33	1	32						132	0
16 Santa Rosa Ladies' College.....	Santa Rosa, Cal.....	1884	1884	Rev. W. A. Finley, A. M., D. D.....	R. C.....	4	3	1							
17 Congrégation de Notre Dame*.....	Waterbury, Conn.....	1869	1869	Madame St. Gabriel.....	R. C.....	46	2	14	4	70		112		182	
18 Lucy Cobb Institute.....	Athens, Ga.....	1859	1868	Miss M. Rutledge.....	Non-sect.....	19	8	11	3	23	149			172	
19 Georgia Methodist Female Col- lege.*.....	Covington, Ga.....	1852	1853	Rev. W. B. Bonnell, A. M <sup>f</sup> .....	M. E. So. Non-sect.....	7	4	3	2	68	52			120	15

\* From Report of the Commissioner of Education for 1883-'84.

*a* These statistics are for the year 1884.*b* Closed during the school year 1884-'85, to be reopened September, 1885.*c* Includes pupils in primary and kindergarten departments.*d* Includes pupils in primary department.*e* As Southern Masonic Female College, chartered as Georgia Methodist Female College in 1882.*f* Succeeded by Honor Wright, A. M., since the date of the above return.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number in collegiate department.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20 Andrew Female College.....	Cuthbert, Ga.....	1854	1854	Rev. Howard W. Key, A. M.....	Meth.....	7	3	4	1	35	65	6	.....	106	2
21 Dalton Female College.....	Dalton, Ga.....	1873	1872	John A. Jones, A. M.....	M. E. So.....	6	2	4	1	45	65	.....	6	116	0
22 Monroe Female College.....	Pensylth, Ga.....	1849	1849	Richard T. Asbury, A. M.....	Baptist.....	7	3	4	2	.....	.....	.....	.....	102	0
23 Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga.....	1878	1878	Rev. Wm. Clay Wilkes, A. M.....	Baptist.....	6	2	4	2	61	58	3	.....	122	.....
24 Methodist College for Young Ladies.	Gainesville, Ga.....	1881	1880	Rev. C. B. La Hatto, A. M.....	Meth.....	6	3	3	.....	31	.....	.....	.....	85	.....
25 Griffin Female College.....	Griffin, Ga.....	1848	1849	George G. Butler, A. M.....	Non-sect.....	7	2	5	2	35	71	5	.....	111	.....
26 La Grange Female College.....	La Grange, Ga.....	1846	1846	Rev. John W. Heldt, D. D.....	M. E. So.....	10	2	8	2	35	56	19	.....	110	.....
27 Southern Female College.....	La Grange, Ga.....	1847	1843	I. P. Cox, A. M.....	Non-sect.....	12	2	10	2	54	89	5	6	154	.....
28 Wesleyan Female College.....	Macon, Ga.....	1836	1839	Rev. William C. Pass, D. D.....	M. E. So.....	14	5	9	2	33	183	27	.....	296	12
29 College Temple.....	Nownan, Ga.....	1853	1853	Moses P. Kellogg, A. M.....	Non-sect.....	6	2	4	1	25	101	10	.....	136	1
30 Roman Female College.....	Rome, Ga.....	1857	1857	Rev. J. M. M. Caldwell.....	Non-sect.....	8	3	5	6	10	116	4	3	140	0
31 Shorter College *.....	Rome, Ga.....	1877	1873	Rev. L. R. Gwaltney, D. D.....	Baptist.....	12	4	8	2	78	103	0	3	184	0
32 Young Female College *.....	Thomasville, Ga.....	1869	1869	John E. Baker, A. M.....	Non-sect.....	4	1	3	1	26	81	14	.....	121	.....
33 Seminary of the Sacred Heart *.	Chicago, Ill. (485 W. Taylor street).	1870	1858	Madame Niederkorn, superior.....	R. C.....	12	0	12	.....	137	11	.....	.....	148	.....
34 Knox Seminary.....	Galesburg, Ill.....	1847	1847	Hon. Newton Bateman, LL. D.....	M. E.....	11	8	3	.....	36	36	.....	4231	.....	.....
35 Abtine College.....	Greenville, Ill.....	1859	1855	James P. Shide, A. M.....	Non-sect.....	8	1	7	1	16	38	2	1	157	.....
36 Highland College for Women *.	Highland Park, Ill.....	1876	1876	Mrs. Helen Elkin Starrett.....	Non-sect.....	8	2	6	6	33	63	47	6	144	.....
37 Illinois Female College.....	Jacksonville, Ill.....	1893	1847	Rev. W. F. Short, D. D.....	M. E.....	11	3	8	5	33	74	26	4	104	0
38 Jacksonville Female Academy.....	Jacksonville, Ill.....	1855	1830	E. F. Ballard, A. M.....	Presb.....	11	4	7	1	.....	.....	.....	.....	104	0
39 St. Mary's School.....	Knoxville, Ill.....	1858	1868	Rev. C. W. Leflingwell, D. D. Rector.	P. E.....	17	6	11	.....	.....	.....	.....	.....	122	1
40 Cary Hall, Lake Forest University.	Lake Forest, Ill.....	1857	1859	Rev. D. S. Gregory, D. D.....	Presb.....	17	8	9	1	49	33	5	.....	87	0
41 Chicago Female College.....	Morgan Park, Ill.....	1874	1875	Gilbert Thayer, LL. D.....	Non-sect.....	9	4	5	.....	18	48	4	.....	70	.....

[illegible]

\* From Report of the Commissioner of Education for

1823-'84.

*a Reorganized in 1883.*

*f* Rechartered in 1866.

Rechartered in 1870.

As Louisville Female College; organized in 1881 as

Louisville Collegiate Institute.



TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
78 Cambridge Female Seminary	Cambridge, Md	1858	1864	J. F. Baugher, A. M	Non-sect.	4	1	3		7	29	2	1	39	
79 Frederick Female Seminary	Frederick, Md	1840	1843	William H. Furnell, A. M., LL. D	Non-sect.	6	2	4	3	35	52	3	2	92	8
80 Lutherville Female Seminary	Lutherville, Md	1853	1853	Rev. J. H. Turner, A. M.	Lutheran	9	5	4	1	12	69	4	2	87	0
81 Abbot Academy	Andover, Mass	1829	1829	Miss Philena McKeen	Non-sect.	15	4	11	0	0	110	2		112	8
82 Lasell Seminary for Young Women.	Auburndale, Mass	1851	1851	Charles C. Bragdon, A. M.	Meth	31	10	21	0	26	81	27	1	135	0
83 Gannett Institute	Boston, Mass	1854	1854	Rev. George Gannott, A. M.	Non-sect.	16	7	9						60	
84 Bradford Academy	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Cong	10	1	9	34	39	61			134	3
85 The Swain Free School	New Bedford, Mass	1881	1882	Francis B. Gummere, PH. D., master.		6	5	1	0	0	160			160	
86 Smith College	Northampton, Mass	1870	1875	Rev. L. Clark Seelye, D. D.	Non-sect.	23	14	9			241	53	2	296	9
87 Wheaton Female Seminary*	Norton, Mass	1837	1834	Miss A. Ellen Stanton	Non-sect.	14	1	13			16			101	16
88 Mt. Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Elizabeth Blanchard	Non-sect.	37	7	30	0	0	269		1	270	(a)
89 Wellesley College	Wellesley, Mass	1870	1875	Miss Alice E. Freeman, PH. D.	Non-sect.	74	13	61	0	0	346	160	9	515	58
90 Michigan Female Seminary	Kalamazoo, Mich	1856	1856	Miss M. H. Sprague	Presb	7		7		6	29	7		42	
91 St. Mary's Hall	Faribault, Minn	1866	1866	Rt. Rev. H. B. Whipple, D. D., rector.	P. E.	13	1	12						133	1
92 Bennet Seminary	Minneapolis, Minn	1869	1870	Misses E. E. Kenyon, and A. Abbott.	Non-sect.	11	1	10	3	48	92			140	
93 Blue Mountain Female College	Blue Mountain, Miss	1877	1873	W. T. Lowrey, A. M	Non-sect.	12	2	10					7	8	148
94 Whitworth Female College	Brookhaven, Miss	1860	1859	Rev. H. F. Johnson, A. M., D. D	Meth	15	4	11	2	64				250	0
95 Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, LL. D.	Baptist	10	2	8	5	49	55	5	1	110	0
96 Franklin Female College	Holly Springs, Miss	1849	1849	Mrs. Mary B. Clark	Non-sect.	5	2	3						70	
97 East Mississippi Female College	Meridian, Miss	1872	1872	Rev. A. D. McVoy, A. M	M. E. So.	6	1	5	3	50	92	0		142	0
98 Union Female College	Oxford, Miss	1854	1853	Rev. J. S. Howard, A. M.	Cumb. P.	6	1	5	1	49	73	9		131	
99 Mexican Gulf Female Seminary	Pascagoula, Miss	1884	1884	Rev. Charles M. Browne, M. A.	P. E.	7	2	5							
100 Chickasaw Female College	Pontotoc, Miss	1852	1852	Rev. W. V. Frierson	Presb.	4	1	3	1	20	62	5	0	87	0

101	Starkville Female Institute.....	Starkville, Miss	1872	1869	Rev. T. G. Sellers, D. D.	Baptist...	8	2	6	2	78	100	4	182
102	Lea Female College.....	Summit, Miss	1877	1877	Charles H. Ocken, A. M.	Baptist...	5	1	4	1	15	45	60	134
103	Christian Female College.....	Columbia, Mo	1850	1860	W. A. Oldham	Christian	9	4	5			124	2	102
104	Stephens Female College.....	Columbia, Mo	1857	1856	Rev. T. W. Barrett, A. M.	Baptist...	9	2	7	1	20	74	6	146
105	Howard Female College.....	Payette, Mo	1859	1859	H. K. Hinde, A. M., M. D.	M. E. So.	12	3	9	2	40	47	60	148
106	Fulton Synodical Female College.....	Fulton, Mo	1870	1871	Rev. B. H. Charles, D. D.	Presb...	12	4	8	0	0	145	0	135
107	Woodland College.....	Independence, Mo	1874	1869	George S. Bryant, A. M.	Christian	4	2	2		20	99		119
108	St. Louis Seminary.....	Jennings, Mo	1872	1871	R. T. Blevett, D. D.	Non-sect.	7	1	6	1	15	24		39
109	Baptist Female College.....	Lexington, Mo	1857	1855	John F. Lamineau, A. M.	Baptist...	10	2	10	1	23	78	5	106
110	Central Female College.....	Lexington, Mo	1869	1870	W. F. Kordoff	M. E. So.	11	1	8					97
111	The Elizabeth Ann Female Seminary.....	Lexington, Mo	1859	1890	Rev. James Addison Quarles, D. D.	Presb...	8	1	7	1	33	41	2	76
112	Hardin College*.....	Mexico, Mo	1873	1873	Mrs. H. T. Baird	Baptist...	12	3	9				4	151
113	Lindenwood College for Young Ladies.....	St. Charles, Mo	1853	1850	Rev. Robert Irwin, D. D.	Presb.	9	2	7		9	71	6	86
114	Mary Institute, Washington University.....	St. Louis, Mo	1853	1859	Calvin S. Fennell, A. M.		25	2	23	12	156	173	78	419
115	Ursuline Academy.....	St. Louis, Mo	1849	1849	Mother Joanna	R. C.	6	1	5					50
116	Bishop Whitaker's School for Girls.....	Keno, Nev	0	1876	Rt. Rev. O. W. Whitaker, D. D.	P. E.	10	2	8	4	30	50	10	90
117	Robinson Female Seminary.....	Exeter, N. H.	1867	1869	George N. Cross, A. M.	Non-sect.	9	2	7	3	89	59	7	155
118	New Hampshire Conference Seminary and Female College.....	Tilton, N. H.	1852	1855	Rev. Daniel C. Knowles, A. M.	M. E.	(c)	(c)	(c)					(c) 1
119	St. Lebanon, N. H.	West Lebanon, N. H.	1869	1855	E. Hubbard Barlow, A. M., PH. D.	Non-sect.	9	1	8			48	12	60
120	Tilton Seminary.....	Burlington, N. J.	1846	1857	Rt. Rev. John Scarborough, D. D.	P. E.	13	7	11				3	107
121	Freehold Young Ladies' Seminary.....	Freehold, N. J.	1884	1884	Rev. Frank Chandler, D. D.	Presb...	8	1	7			6		67
122	Pennington Seminary.....	Pennington, N. J.	1839	1840	Rev. Thos. Harlan, A. M., D. D.	M. E.	(d)		25	(d)				(c) 30
123	Academy of the Sacred Heart.....	Near Albany, N. Y.	1861	1861	Madame Sarah Jones	R. C.	25		25				5	112
124	St. Agnes School.....	Albany, N. Y.	1872	1871	Rt. Rev. W. C. Doane, S. T. D., LL. D.	P. E.	20	8	12	4				220
125	Brooklyn Heights Seminary b.....	Brooklyn, N. Y.	0	1851	Charles J. West, M. D., LL. D.	Non-sect.	24	7	17					97
126	Packer Collegiate Institute.....	Brooklyn, N. Y.	1845	1846	Truman J. Bachus, LL. D.	Non-sect.	37	4	33	28	542	98	10	601
127	Buffalo Female Academy.....	Buffalo, N. Y.	1851	1851	Rev. Albert T. Chester, D. D.	Non-sect.	13	5	8	3	131	43	8	182
128	Granger Place School.....	Canandaigua, N. Y.	0	1875	Miss Caroline A. Comstock	Non-sect.	12	3	9		53	20	17	90
129	Claverack College and Hudson River Institute.....	Claverack, N. Y.	1869	1779	Rev. Alonzo Flack, PH. D.	Non-sect.	17	6	11	11	200	61	5	267
130	Academy of Mt. St. Vincent on the Hudson.....	New York, N. Y.	1865	1847		R. C.								223
131	Academy of the Sacred Heart*.....	New York, N. Y. (Manhattanville)			Madame Ireno Robinson	R. C.	35	5	30	10	100	75	0	175
132	English, French, and German Boarding and Day School.*	New York, N. Y. (13 East 31st street)		1869	Mrs. Mary H. Jonson and Miss Agnes L. Jones	Non-sect.	17	8	9	4		100		100
133	D'Yonville Academy.....	Plattsburg, N. Y.	1869	1860	Rev. Sister Nativty	R. C.	13	3	13	1	100			125
134	Lyndon Hall School.....	Poughkeepsie, N. Y.		1848	Samuel Wells Buck, A. M.	Non-sect.	0	3	6	2	40	84	20	144

c See report of this institution (Table VI).  
d Included in statistics of preparatory schools (Table VII).  
e Includes pupils in primary department.

\* From Report of the Commissioner of Education for 1883-84.  
a The institution has an education fund of about \$50,000.  
b These statistics are for the year 1883-84.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

1	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
135	Asheville Female College.....	Asheville, N. C.....	1850	1854	Rev. James Atkins, jr.....	M. E. So.	7	4	3	2	60	70	.....	.....	130	.....
136	Charlotte Female Institute.....	Charlotte, N. C.....	1857	1857	Rev. Wm. K. Atkinson, A. M.....	Presb.	10	2	8	1	.....	.....	.....	.....	150	3
137	Greensborough Female Institute.....	Greensborough, N. C.....	1839	1846	Rev. T. M. Jones, A. M., D. D.....	M. E.	16	2	14	0	15	165	17	3	198	0
138	Davenport Female College.....	Lenoir, N. C.....	1855	1856	Will H. Sonborn.....	Non-sect.	8	1	7	2	25	65	17	.....	87	0
139	Chowan Baptist Female Institute.....	Murfreesborough, N. C.....	1855	1848	J. B. Brower, A. M.....	Baptist	9	2	7	4	24	65	1	.....	90	12
140	Wesleyan Female College.....	Murfreesborough, N. C.....	1854	1853	E. E. Parham, A. M.....	Meth.	5	2	3	.....	.....	.....	.....	.....	43	.....
141	Oxford Female Seminary*.....	Oxford, N. C.....	1850	1880	F. P. Hobgood.....	.....	8	3	5	1	30	95	.....	.....	125	.....
142	Estey Seminary*.....	Raleigh, N. C.....	1874	1870	Rev. H. M. Tupper, A. M.....	Baptist	7	3	4	1	40	145	.....	.....	185	.....
143	Peace Institute.....	Raleigh, N. C.....	1857	1872	Rev. R. Burwell, D. D.....	Presb.	16	4	12	.....	.....	.....	.....	.....	221	.....
144	St. Mary's School*.....	Raleigh, N. C.....	0	1842	Rev. Bennett Smedes, A. M., rector.....	P. E.	17	3	14	.....	.....	.....	.....	.....	144	.....
145	Thomasville Female College.....	Thomasville, N. C.....	1855	1849	Rev. J. N. Stallings.....	Non-sect.	7	3	4	1	24	40	.....	.....	64	.....
146	Bartholomew English and Classical School.....	Cincinnati, Ohio (Lawrence and 3d streets). Cincinnati, Ohio (Wesley avenue). Cincinnati, Ohio (Mt. Auburn). Dayton, Ohio.....	1875	1875	Geo. K. Bartholomew, A. M.....	P. E.	16	3	13	2	656	66	15	.....	137	.....
147	Cincinnati Wesleyan College... ..	Cincinnati, Ohio (Wesley avenue). Cincinnati, Ohio (Mt. Auburn). Dayton, Ohio.....	1842	1842	Rev. W. K. Brown, D. D.....	M. E.	40	15	25	6	21	55	31	0	107	0
148	Mt. Auburn Young Ladies' Institute*.....	Cincinnati, Ohio (Mt. Auburn). Dayton, Ohio.....	1856	1856	H. Thane Miller.....	Non-sect.	13	3	10	.....	.....	.....	.....	.....	70	.....
149	Cooper Academy*.....	Dayton, Ohio.....	1842	1843	James A. Robert, A. M.....	Non-sect.	11	5	6	2	52	56	0	0	108	0
150	Glendale Female College.....	Glendale, Ohio.....	1854	1854	Rev. Ludlow D. Potter, D. D.....	Presb.	13	2	11	.....	13	72	16	.....	101	.....
151	Granville Female College.....	Granville, Ohio.....	1833	1833	Rev. Dwight B. Hervey, A. M.....	Presb.	10	2	8	.....	.....	.....	.....	.....	75	.....
152	Young Ladies' Institute.....	Granville, Ohio.....	1832	1832	Rev. D. Shepardson, D. D.....	Baptist	8	2	6	.....	.....	.....	.....	.....	82	.....
153	Hazland Institute.....	Hillsborough, Ohio.....	1860	1857	Miss Eleanor P. Allen.....	Non-sect.	8	1	7	2	.....	.....	.....	.....	.....	.....
154	Hillsborough Female College... ..	Hillsborough, Ohio.....	1854	1857	Rev. John F. Lloyd, A. M.....	M. E.	9	2	7	.....	616	43	11	.....	70	.....
155	Oxford Female College.....	Oxford, Ohio.....	1854	1854	Rev. L. F. Walker.....	Presb.	13	4	9	.....	18	38	27	.....	163	.....



156	Western Female Seminary	Oxford, Ohio.	1863	1855	Miss Helen Peabody	Presb.	15	15	175	0	0	175	10
157	Lake Erie Female Seminary	Painesville, Ohio.	1856	1859	W. H. A. Evans	Non-sect.	16	16	41	59	37	149	1
158	Xenia College	Xenia, Ohio.	1850	1860	W. H. Do Motte, D. D.	M. E.	6	1	5	...	...	121	...
159	St. Helen's Hall	Portland, Oreg.	1869	1869	Rt. Rev. B. Wistar Morris, D. D.	P. E.	13	3	10	133	23	156	2
160	Allentown Female College	Allentown, Pa.	1867	1867	Rev. Wm. M. Kelly, Ph. D.	Reformed	6	1	15	62	5	84	...
161	Moravian Seminary for Young Ladies.*	Bethlehem, Pa.	1863	1749	Rev. J. Blickensderfer	Moravian	16	4	12	99	2	101	...
162	Blairsville Ladies' Seminary	Blairsville, Pa.	0	1851	Rev. T. K. Ewing, D. D.	Presb.	9	1	8	55	...	78	...
163	Blairsville College*	Chambersburg, Pa.	1869	1870	Rev. John Edgar, A. M.	Presb.	9	3	6	78	...	55	...
164	Pennsylvania Female College*	Collegeville, Pa.	1853	1851	J. W. Warneum-Storland, A. M., LL. D., rector.	Non-sect.	...	...	...	...	...	...	...
165	Miss Mary E. Stevens's Boarding and Day School for Young Ladies.*	Germantown, Pa. (W. Chelton avenue).	...	1868	Miss Mary E. Stevens	P. E.	11	4	7	85	...	85	...
166	University Female Institute.	Louisburg, Pa.	1846	1846	Rev. David J. Hill, LL. D., president of university.	Baptist	10	8	8	19	41	52	112
167	Brooke Hall Female Seminary	Media, Pa.	1856	1856	Maria L. Eastman	P. E.	12	3	9	...	...	12	50
168	Ogonitz School for Young Ladies.	Ogonitz, Pa.	1850	1850	Misses Bonney, Dillaye, Bonnett and Eastman.	Non-sect.	22	6	16	...	...	12	110
169	Pittsburg Female College.	Pittsburg, Pa.	1854	1854	Rev. J. C. Pennington, D. D.	M. E.	28	13	15	...	...	359	254
170	Washington Female Seminary	Washington, Pa.	1856	1856	Miss Nancy Sherrard	Presb.	11	10	1	...	15	1	140
171	Anderson Female Seminary	Anderson, S. C.	1852	1850	Lewis M. Ayer	Non-sect.	10	2	8	48	4	...	...
172	Columbia Female College	Columbia, S. C.	1854	1857	Rev. Osgood A. Darby, D. D.	M. E. So.	10	3	7	21	106	127	2
173	Duo West Female College	Duo West, S. C.	1859	1860	J. P. Kennedy, A. M.	Non-sect.	11	1	10	2	60	187	...
174	Greenville Female College	Greenville, S. C.	1853	1853	Alexander S. Townes	Baptist	13	4	11	3	66	135	0
175	Walhalla Female College	Walhalla, S. C.	1872	1872	Rev. J. P. Smoltzer, D. D.	Lutheran	7	1	6	2	47	30	0
176	Williamston Female College	Williamston, S. C.	1875	1875	Rev. S. Lander, A. M., D. D.	Non-sect.	10	3	7	...	...	...	...
177	St. James' Hall*	Bohvar, Tenn.	0	1874	Miss Helen L. Tolten	P. E.	4	4	...	25	30	0	55
178	Western Female College	Bristol, Tenn.	1851	1881	Prof. D. C. Westor, A. M.	Mis. Bapt	5	1	4	1	49	46	95
179	Brownsville Female College	Brownsville, Tenn.	1851	1851	P. H. Bager, A. M.	Baptist	7	1	6	1	30	44	81
180	Wesleyan Female College	Brownsville, Tenn.	1870	1867	Rev. John Williams, A. M.	M. E. So.	4	1	3	0	67	...	67
181	Broadhurst Institute	Clarksville, Tenn.	1877	1876	Robert Augustus Broadhurst	Non-sect.	5	5	1	18	5	51	0
182	Belleuve Female College*	Collierville, Tenn.	1872	1872	G. W. Johnston, LL. D.	Non-sect.	6	2	4	2	55	67	0
183	Columbia Athenaeum	Columbia, Tenn.	1853	1852	Robert D. Smith, A. M.	Non-sect.	22	5	17	...	...	122	0
184	Columbia Female Institute*	Columbia, Tenn.	1855	1857	Rev. Geo. Becket, S. T. D., rector.	P. E.	10	1	9	...	...	171	6
185	Tennessee Female College	Franklin, Tenn.	1856	1856	M. Thomas Edgerton	Non-sect.	9	1	8	62	126	1	189
186	Memphis Conference Female Institute.	Jackson, Tenn.	1844	1844	Rev. A. W. Jones, A. M., D. D.	M. E. So.	11	2	9	1	22	28	6
187	La Grange Female College.	La Grange, Tenn.	...	1853	S. P. Rice	Non-sect.	4	1	3	12	...	...	56
188	Gumland Female College.	McMinnville, Tenn.	1850	1850	N. J. Finney, A. M.	Gumbr. P.	9	3	60	41	92	12	145
189	Baptist Female College.	Mossy Creek, Tenn.	1855	1852	W. T. Russell	Baptist	5	2	3	...	...	...	85
190	South Female College.	Murfreesborough, Tenn.	1850	1851	Rev. John R. Thompson, M. A.	M. E. So	7	3	4	1	30	90	0
191	Nashville College for Young Ladies.	Nashville, Tenn. (6 Vanshull street).	1852	1880	Rev. Geo. W. F. Price, D. D.	M. E. So.	22	9	13	...	...	...	243
192	St. Cecilia's Academy*	Nashville, Tenn.	1862	1860	Sister Ursula Wildman	P. C.	16	0	16	...	...	...	90

<sup>c</sup>In 1883.

<sup>d</sup>Reorganized in 1877.

<sup>e</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>f</sup>Includes pupils in primary department.

<sup>g</sup>Date of reorganization.

<sup>h</sup>Reorganized in 1877.

<sup>i</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>j</sup>Includes pupils in primary department.

<sup>k</sup>Reorganized in 1877.

<sup>l</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>m</sup>Includes pupils in primary department.

<sup>n</sup>Reorganized in 1877.

<sup>o</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>p</sup>Includes pupils in primary department.

<sup>e</sup>Besides these, there were enrolled 22 boys in the preparatory department.

<sup>d</sup>As Chestnut Street Seminary, Philadelphia; transferred to Ogontz in September, 1883.

<sup>e</sup>From Report of the Commissioner of Education for 1883-'84.

<sup>f</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>g</sup>Includes pupils in primary department.

<sup>h</sup>Reorganized in 1877.

<sup>i</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>j</sup>Includes pupils in primary department.

<sup>k</sup>Reorganized in 1877.

<sup>l</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>m</sup>Includes pupils in primary department.

<sup>n</sup>Reorganized in 1877.

<sup>o</sup>Date of first opening; reopened after several years' suspension, in September, 1881.

<sup>p</sup>Includes pupils in primary department.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	In regular course.	In special or partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
193 W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn. (15 Spruce street).	1869	1865	Rev. Wm. E. Ward, D. D.	Non-sect.	20	2	18	1	40	265	45	0	350	0
194 Martin Female College*	Pulaski, Tenn.	1872	1873	W. K. Jones.	Meth.	7	1	6	1	30	100			130	
195 Synodical Female College	Rogersville, Tenn.	1850	1850	Mrs. F. A. Ross	Presb.	10	1	9	1	25				170	
196 Shelbyville Female College.	Shelbyville, Tenn.	1884	1852	J. P. Hamilton, A. M.	Non-sect.	8	1	7		35			1	125	
197 Mary Sharp College	Winchester, Tenn.	1850	1831	Z. C. Graves, LL. D.	Baptist.	11	5	6	2	70	129		5	234	0
198 Dallas Female College	Dallas, Tex.	1872	1884	W. K. Jones	Non-sect.	6	1	5	2	54	175	2			
199 Ursuline Academy	Galveston, Tex.	1847	1847		R. C.										
200 Ladies' Annex, Southwestern University*	Georgetown, Tex.	1875	1840	Rev. Francis Asbury Moody, D. D., regent.	M. E. So.	8	8		4	46	81			112	
201 Baylor Female College	Independence, Tex.	1846	1846	Rev. John Hill Luther, D. D.	Baptist.	11	4	7			90		3	93	
202 Wootlaw Female College*	Paris, Tex.	1871	1871	P. F. Witherspoon, A. M.	Non-sect.	6	2	4		41	60			101	
203 Nazareth Academy*	Victoria, Tex.	1880	1866	Sister Mary St. Claire	R. C.				15		131			131	
204 Waco Female College.	Waco, Tex.	1854	1854	R. O. Rounsavall, A. M.	Meth.	11	3	8	1		140		1	176	
205 Vermont Methodist Seminary and Female College.	Montpelier, Vt.	1834	1834	Rev. J. D. Bauman, A. M., pres.; Rev. E. A. Bishop, A. M., prin.	M. E.	10	5	5	1	34	26	73	0	133	8
206 Martha Washington College	Abingdon, Va.	1853	1858	Rev. E. E. Wiley, D. D.	M. E. So.	7								70	
207 Montgomery Female College.	Christiansburg, Va.	1861	1854	Mrs. O. S. Pollock	M. E. So.	12								150	
208 Danville College for Young Ladies.	Danville, Va.	1883		J. Blackwell and R. H. Sharp.	M. E. So.	9								93	
209 Roanoke Female College.	Danville, Va.	1859	1859	Sam'l W. and John T. Averett.	Baptist.	6	3	3	1	14	73		1	88	0
210 Hollins Institute	Hollins, Va.	1843	1842	Chas. L. Cocke, A. M., gen'l supt.	Baptist.	15	6	9						149	
211 Edge Hill School.	Kearwick Depot, Va.	0	1866	Miss C. R. Randolph	Non-sect.	6	0	6						105	
212 Marion Female College.	Marion, Va.	1874	1874	Rev. J. J. Scherer, A. M.	Lutheran	10	3	7	1	30	73	2		105	
213 Norfolk College for Young Ladies.	Norfolk, Va.	1879	1880	Rev. R. M. Saunders	Non-sect.	13	5	8	2	493	150	38	4	285	

214	Southern Female College.....	1863	1862	W. T. Davis, A. M.....	Non-sect.	7	1	6							76
215	Richmond Female Institute.....	1853	1853	Miss Sally B. Hamner.....	Baptist..	10	1	9							155
216	Angusta Female Seminary*.....	1842	1843	Miss Mary Julia Baldwin.....	Presb.....	21	6	15							225
217	Staunton Female Seminary*.....	1870	1870	Rev. James Willis, A. M.....	Lutheran	9	2	7							78
218	Virginia Female Institute*.....	1844	1847	Mrs. Gen. J. E. B. Stuart.....	P. E.....	10	3	7							69
219	Wesleyan Female Institute.....	1849	1850	Rev. Wm. A. Harris, D. D.....	Meth.....	20	(20)								112
220	Fauquier Institute*.....	.....	.....	Rev. J. A. Chambliss, D. D.....	Non-sect.	5	1	4							48
221	Episcopal Female Institute.....	1874	1874	Rev. J. C. Wheat, D. D.....	P. E.....	8	3	5							69
222	Valley Female College.....	1874	1874	Rev. John P. Hyde, A. M.....	M. E. So.	6	2	4							63
223	Parkersburg Female Seminary.....	1863	1865	Mrs. H. L. Field.....	Non-sect.	6	1	5							80
224	Wheeling Female College.....	1848	1856	James A. Brown, A. M.....	P. E.....	6	6	6							63
225	Fox Lake, Wis.....	1853	1856	Helen A. Pepon, A. M.....	Cong.....	15	2	13							62
226	Milwaukee College.....	1853	1851	Charles S. Farrar, A. M.....	Non-sect.	15	2	13							224
227	St. Clara Academy*.....	1852	1852	Sister Mary Emily Power.....	R. C.....	25	.....	25							113
	Wb.														

\* From Report of the Commissioner of Education for 1883-'84.

a Since the date of the above report W. K. Jones has removed to Dallas, Tex., and is in charge of Dallas Female College.

b Includes students in music and art.  
c These statistics are for the year 1884.  
d Includes pupils in primary department.







TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1884-'85, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Library.		Cost of—			Property, income, &c.				Date of next commencement.		
		Number of years in full course	Number of weeks in scholastic year.	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.		Income from productive funds.	Receipts for the last year from tuition fees.
1	17	18	19	20	21	22	23	24	25	26	27	28	29
75 Maine Wesleyan Seminary and Female College *	x	4	39	4,000	200	\$120	(\$20-24)	79	\$150,000	\$63,500	\$4,000	\$4,000	June 4.
76 Baltimore Academy of the Visitation.....	x	4	42	3,940	11	225	40-50	55	26,600	62,600	2,500	2,500	June 18.
77 Baltimore Female College.....	x	4	42	3,940	11	6200	32	48	10,000	1,200	3,000	3,000	June 11.
78 Cambridge Female Seminary.....	x	5	40	650	40	170	25-40	50	60,000	25,000	1,200	3,000	June 17.
79 Frederick Female Seminary.....	x	4	38	1,000	25	210	40	60	40,000	0	0	0	June 9.
80 Lutherville Female Seminary.....	x	4	40	1,550	50	246	40	54	50,000	24,861	1,669	6,774	June 13-16.
81 Abbot Academy.....	0	37	1,100	1,100	246	300	100	100	100,000	0	0	12,000	June 13.
82 Lasell Seminary for Young Women.....	0	36	3,000	3,000	300	80-125	60	200	60,000	0	0	0	June 16.
83 Gannett Institute.....	0	4	38	3,900	150	280	0	60	200,000	133,555	8,901	6,925	June 7.
84 Bradford Academy.....	0	2, 3	36	5,500	500	250	0	100	369,402	385,000	0	0	June 23.
85 The Swain Free School.....	x	4	36	5,000	500	225	55	55	28,000	129,000	9,000	9,000	June 16.
86 Smith College.....	x	4	38	4,090	225	6175	35	53	88,000	0	0	0	June 30.
87 Wheaton Female Seminary.....	0	4	38	11,291	152	2,800	0	75	50,000	0	0	0	June 24.
88 Mt. Holyoke Female Seminary.....	0	4	37	20,000	2,800	175	40	53	80,000	0	0	0	June 22.
89 Wellesley College.....	x	4	37	1,300	1,300	6350	275	75	40,000	0	0	0	June 25.
90 Michigan Female Seminary.....	x	4	38	1,300	1,300	6350	275	75	40,000	0	0	0	June 15.
91 St. Mary's Hall.....	x	4	40	300	50	120	35	40	16,500	0	0	0	June 1.
92 Bennett Seminary.....	x	4	38	443	443	150-170	30	50	75,000	0	0	0	June 17.
93 Blue Mountain Female College.....	x	4	39	1,500	1,500	150	30, 35	40, 50	16,000	0	0	0	June 24.
94 Whitworth Female College.....	x	4	40	1,500	1,500	135	30, 35	40, 50	20,300	0	0	0	June 24.
95 Central Female Institute.....	x	4	40	578	5	135	30	40	20,300	0	0	0	June 13.
96 Franklin Female College.....	x	4	40	578	5	135	30	40	25,000	0	0	0	June 16.
97 East Mississippi Female College.....	x	4	40	578	5	120	30	40-50	25,000	0	0	0	June 16.
98 Union Female College.....	x	4	40	578	5	120	30	40-50	25,000	0	0	0	June.
99 Mexican Gulf Female Seminary.....	x	4	40	578	5	120	30	40-50	25,000	0	0	0	June.
100 Chickasaw Female College.....	x	4	37	2,000	10	75	18-25	29-38	20,000	0	0	2,000	June.



101	Starkville Female Institute.	×	4	40	1,000	220	25	50	10,000	0	3,500	June 9.
102	Lea Female College.	×	4-6	40	250	130	30-35	50	10,000	0	3,500	June 20.
103	Christian Female College.	×	4	40	1,000	160	20	40	50,000	1,000	3,100	June.
104	Stephen's Female College.	×	4	40	400	260	30	40	35,000	20,000	613,500	June 9.
105	Howard Female College.	×	4	40	600	140	35	50	18,000	0	8,000	June 8.
106	Ruston Synodical Female College.	×	4	40	(0)	150	40	50	30,000	0	6,000	June.
107	Woodland College.	×	4	36	1,000	160	40	40	15,000	0	6,000	May 26.
108	St. Louis Seminary.	×	4	26	2,000	250	60	60	25,000	0	3,000	June 1.
109	Baptist Female College.	×	5	40	400	160	20-25	50	25,000	0	3,000	June 16.
110	Central Female College.	×	4	40	325	180	20-40	50	50,000	0	3,000	June 3.
111	The Elizabeth Ann Female Seminary.	×	4	40	325	220	30-35	40	20,000	0	3,000	June 11.
112	Hardin College.	×	4	38	2,500	210	90	130	75,000	0	21,500	June 2.
113	Lindenwood College for Young Ladies.	×	4	38	2,500	150	20	30	100,000	0	35,000	June 9.
114	Mary Institute, Washington University.	0	5	40	500	230	20	60	30,000	0	4,000	June 23.
115	Ursuline Academy.	0	4	40	300	220	30	30	100,000	165,000	210	June 16.
116	Bishop Whitaker's School for Girls.	0	4	37	500	20	30	f 20	30,000	2,500	2,600	June 16.
117	Robinson Female Seminary.	0	4	39	500	25	30	f 50	60,000	0	3,000	June 15.
118	New Hampshire Conference Seminary and Female College.	×	4	37	1,425	255	30	(50-75)	30,000	0	3,000	June.
119	Tilden Seminary.	×	4	37	1,425	255	30	(50-75)	30,000	0	3,000	June.
120	St. Mary's Hall.	×	3	40	1,000	2350	50	60	30,000	0	4,000	June 16.
121	Frederick Young Ladies' Seminary.	×	4	40	2,000	300	40	40	100,000	0	5,000	June 24.
122	Pennington Seminary.	×	4	40	2,180	200	40	40	300,000	0	5,000	June.
123	Academy of the Sacred Heart.	×	6	42	2,700	200	30-75	75-100	150,000	0	632,000	June 10.
124	St. Agnes School.	×	35	2,700	300	250	100,120	150	185,814	30,173	40,200	June.
125	Brooklyn Heights Seminary.	×	4	37	4,892	450	64-100	120-140	81,253	400	9,360	June 16.
126	Packer Collegiate Institute.	×	3	40	1,415	400	32-64	80-96	15,000	0	13,759	June 15.
127	Buffalo Female Academy.	0	4	36	1,000	300	57	76	661,182	0	0	June.
128	Granger Place School.	×	4	39	1,401	195	60	42-60	600,000	0	652,500	June.
129	Claverack College and Hudson River Institute.	×	4	42	2,000	6300	0	0	0	0	0	June.
130	Academy of Mt. St. Vincent on the Hudson.	×	4	42	2,000	6300	0	0	0	0	0	June.
131	Academy of the Sacred Heart.	×	7	40	2,000	6300	0	0	0	0	0	June.
132	English, French, and German Boarding and Day School.	×	7	40	2,000	6300	0	0	0	0	0	June.
133	D'Youville Academy.	0	40	40	40	100	12	24	30,000	0	7,000	June.
134	Lyndon Hall School.	×	4	38	300	350	40	60	30,000	0	7,000	June 11.
135	Asheville Female College.	×	4	39	500	184	10-30	50	18,000	0	3,000	June 2.
136	Charlotte Female Institute.	0	3	40	200	160	40	70	2,500	0	0	June 2.
137	Greensborough Female Institute.	×	4	40	2,000	210	24-20	50	30,000	0	0	June 1-3.
138	Davenport Female College.	×	4	40	100	210	30-36	50	45,000	0	3,000	June 23.
139	Chowan Baptist Female Institute.	×	4	39	1,200	108	30	50	21,000	0	3,000	June 6.
140	Wesleyan Female College.	×	4	40	800	160-240	30-40	60	60,000	0	3,000	June 6.
141	Oxford Female Seminary.	×	6	33	500	43	8	8	60,000	0	3,000	June 6.
142	Essex Seminary.	×	6	33	500	43	8	8	60,000	0	3,000	June 6.
143	Peace Institute.	0	4-5	40	1,200	260	40	50	60,000	0	3,000	June 11.
144	St. Mary's School.	×	5	40	400	230	40	40	16,000	0	3,000	June 11.
145	Thomasville Female College.	×	4	40	400	110	30	40	16,000	0	3,000	June 1.
146	Bartholomew English and Classical School.	×	6	38	400	400	70-130	150	40,000	0	3,000	June 10.

*c* Private library.

*f* Average.

*g* Includes value of furniture.

*b* Board and tuition.

*c* These statistics are for the year 1883-84.

*d* Library destroyed by fire in 1883.

\* From Report of the Commissioner of Education for 1882-84.

*a* Received annually from the State.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; ..... indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.			Library.		Cost of—			Property, income, &c.				Date of next commencement.
		17	18	19	Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
I		17	18	19	20	21	22	23	24	25	26	27	28	29
147 Cincinnati Wesleyan College.....	x	4	4	40	1,200	.....	\$275 6500	\$500	\$100	\$250,000	\$0	\$0	.....	June 2.
148 Mt. Auburn Young Ladies' Institute *	0	4	4	40	1,000	.....	150	100	150	60,000	0	0	.....	June.
149 Cooper Academy.....	x	4	4	40	1,000	.....	150	100	150	60,000	0	0	.....	June 10.
150 Glendale Female College.....	x	3, 5	38	38	3,000	.....	250	280	645	75,000	0	0	.....	June 17.
151 Granville Female College.....	0	4	27	27	1,000	.....	180	18	36	20,000	0	0	.....	June.
152 Young Ladies' Institute.....	x	4	4	40	1,500	.....	275	30	36-45	10,000	6,000	350	\$1,700	June 16.
153 Highland Institute.....	x	4	4	40	1,500	.....	130	40	50	50,000	25,000	1,000	23,652	June 16.
154 Hillsborough Female College.....	x	4	4	38	2,000	250	200	40	50	40,000	31,625	1,851	21,183	June 17.
155 Oxford Female College.....	0	4	38	38	4,000	100	670	200	39	10,000	2,500	2,500	.....	June 20.
156 Western Female Seminary.....	0	4	38	38	1,800	200	200	30, 40	39	10,000	.....	.....	.....	June 9.
157 Lake Erie Female Seminary.....	x	4	4	40	38	200	200	30, 40	39	10,000	.....	.....	.....	June 24.
158 Xenia College.....	x	4	4	40	2,500	100	130	40	50	50,000	.....	.....	.....	June 9.
159 St. Helen's Hall.....	x	4	4	40	750	.....	240	30	50	40,000	.....	.....	.....	June 24.
160 Allentown Female College.....	x	3	40	500	180	365	180	365	40, 50	40,000	.....	.....	.....	June 10.
161 Moravian Seminary for Young Ladies *	x	4	39	50	5,000	200	210	60	60	100,000	.....	.....	.....	June 8.
162 Blairsville Ladies' Seminary.....	0	4	39	650	50	210	210	60	40	25,000	.....	.....	.....	June.
163 Wilson College.....	x	4	4	40	1,600	100	130	40	50	50,000	.....	.....	.....	June 9.
164 Pennsylvania Female College*.....	x	4	4	40	2,500	.....	130	40	50	50,000	.....	.....	.....	June 24.
165 Miss Mary E. Stevens's Boarding and Day School for Young Ladies.....	.....	.....	.....	.....	1,200	.....	.....	80	130	.....	.....	.....	.....	June 24.
166 University Female Institute.....	x	4	38	1,400	1,200	12	6225	.....	.....	*29,500	(c)	(c)	14, 050	June 24.
167 Brooke Hall Female Seminary.....	0	4	38	4,000	4,000	.....	6400	.....	.....	*60,000	.....	.....	.....	June 10.
168 Ogeez School for Young Ladies.....	0	.....	38	4,000	4,000	.....	6900	.....	.....	100,000	12,000	.....	.....	June 8.
169 Pittsburg Female College.....	.....	40	40	1,300	1,300	100	210	30	36-40	25,000	5,000	350	3,500	June.
170 Washington Female Seminary.....	x	4	4	40	1,300	100	150	30	40	15,000	.....	.....	.....	June.
171 Anderson Female Seminary.....	x	4	4	40	1,300	100	150	30	40	15,000	.....	.....	.....	June.





TABLE VIII.—Statistics of institutions for the superior instruction of women for 1884-'85, &amp;c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?				Number of years in full course of study.		Number of weeks in scholastic year.		Library.		Cost of—			Property, income, &c.				Date of next commencement.
	17	18	19	20	21	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.						
219 Wesleyan Female Institute.	x		40			\$160		\$50	\$35,000				June 8.					
220 Pennington Institute.*			38			250			20,000				June 18.					
221 Episcopal Female Institute	x	4	40	500	0	\$240-300	\$30	40-50	12,500	\$0	\$0	\$2,500	June 16.					
222 Valley Female College	x	2	40	800		160	30	30	20,000			1,630						
223 Parkersburg Female Seminary	x		40			200	30	40										
224 Wheeling Female College.	x	4	40	350	100	250	36	50	25,000	0	0	4,000	June 10.					
225 Wisconsin Female College.		4	38	1,200	170	122	28	28	25,000	9,000	670	1,400	June.					
226 Milwaukee College	x	4	40	3,136	136	240	50	60	50,000	0	0	13,614	June 14.					
227 St. Clara Academy	x		46	995	25	\$105							June.					

\* From Report of the Commissioner of Education for 1883-'84.

a Board and tuition.

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Wesleyan Female College.....	Wilmington, Del.....	Closed.
Bowling Green Female College.....	Bowling Green, Ky.....	No longer in existence; supplanted by a normal school for both sexes.
Christ Church Seminary.....	Lexington, Ky.....	Closed.
Coburn Classical Institute.....	Waterville, Me.....	No department for the superior instruction of women; statistics given in Table VII.
Burkittsville Female Seminary.....	Burkittsville, Md.....	Closed.
Maplewood Institute for Young Ladies.....	Pittsfield, Mass.....	Closed.
Young Ladies' Seminary and Collegiate Institute.....	Monroe, Mich.....	No longer in existence.
Cook's Collegiate Institute.....	Poughkeepsie, N. Y.....	Name changed to Lyndon Hall School.
French Protestant School.....	Germantown, Pa.....	Miss Clement has retired, and Miss Ada M. Smith and Mrs. T. B. Richards are her successors; the name of the school has been changed to Walnut Lane School and Wellesley Preparatory (see Table VII).
Athens Female Seminary.....	Athens, Tenn.....	School closed and property for sale.
Haynes Institute.....	Murfreesborough, Tenn.....	Closed.
Rogersville Female College.....	Rogersville, Tenn.....	Name changed to Synodical Female College.
Andrew Female College.....	Huntsville, Tex.....	Closed; buildings used by public schools.
Hollins Institute.....	Botetourt Springs, Va.....	Name of post-office changed to Hollins.

TABLE VIII.—*List of institutions for the superior instruction of women from which no information has been received.*

Name.	Location.	Name.	Location.
Florence Synodical Female College.....	Florence, Ala.....	Academy of the Sacred Heart.....	New York, N. Y. (49 W. 17th st.).
School for Girls.....	Farmington, Conn.....	English, French, and German School.....	New York, N. Y. (222 Madison ave.).
Hartford Female Seminary.....	Hartford, Conn.....	Madame Roch's School.....	New York, N. Y. (713 Madison ave.).
Grove Hall.....	New Haven, Conn.....	School and Classes.....	New York, N. Y. (46 E. 58th st.).
Young Ladies' Seminary.....	Windsor, Conn.....	Poughkeepsie Female Academy.....	Poughkeepsie, N. Y.
Nassau College for Young Ladies.....	Fernandina, Fla.....	Statesville Female College.....	Statesville, N. C.
Hamilton Female College.....	Hamilton, Ga.....	Academy of Notre Dame.....	Philadelphia, Pa.
Lumpkin Masonic Female College.....	Lumpkin, Ga.....	Chegary Institute.....	Philadelphia, Pa. (1527 Spruce st.).
St. Mary's Academic Institute.....	St. Mary's, Ga.....	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.....	Philadelphia, Pa. (4111 Walnut st.).
St. Agatha's Seminary.....	Iowa City, Iowa.....	Pennsylvania Female College.....	Pittsburg, Pa.
Mt. Pleasant Female Seminary.....	Mt. Pleasant, Iowa.....	Cottage Hill College.....	York, Pa.
St. Catharine's Hall.....	Augusta, Me.....	State Female College.....	Memphis, Tenn.
Notre Dame Academy.....	Boston, Mass. (Highlands).....	Bryan Female Institute.....	Bryan, Tex.
Columbus Female Institute.....	Columbus, Miss.....	Soale College.....	Chapel Hill, Tex.
Meridian Female College.....	Meridian, Miss.....	Goliad College.....	Goliad, Tex.
Port Gibson Female College.....	Port Gibson, Miss.....	Albemarle Female Institute.....	Charlottesville, Va.
Female College.....	Sardis, Miss.....	Broaddus Female College.....	Clarksburg, W. Va.
Academy of the Visitation.....	St. Louis, Mo.....	Kemper Hall.....	Kenosha, Wis.
Bordentown Female College.....	Bordentown, N. J.....		
Athenaeum Seminary.....	Brooklyn, N. Y.....		
St. Clare's Academy.....	Buffalo, N. Y.....		
St. Joseph's Academy.....	Lockport, N. Y.....		

TABLE IX.—Statistics of universities and colleges for 1884-'85; from replies to inquiries by the United States Bureau of Education.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Southern University.....	Greensborough, Ala.	1856	1859	M. E. South.....	Rev. A. S. Andrews, A. M., D. D.	1	15	0	10	5	.....
Howard College.....	Marion, Ala.	1843	1842	Baptist.....	James T. Murfee, LL. D.	1	15	0	10	5	.....
Spring Hill College.....	Near Mobile, Ala.	1856	1830	R. C.....	Rev. David McKinny, S. J.	0	0	0	0	0	0
University of Alabama.....	Tuscaloosa, Ala.	1820	1831	Non-sect.....	Barwell Boykin Lewis, LL. D.	0	0	0	0	0	0
Arkansas College.....	Batesville, Ark.	1872	1872	Presbyterian.....	Rev. Isaac J. Long, D. D.	0	0	0	0	0	0
Cano Hill College.....	Boonsborough, Ark.	1852	1852	Cumb. Pres.....	Rev. F. R. Earle, A. M., D. D.	63	54	50	50	50	50
Arkansas Industrial University.....	Fayetteville, Ark.	1871	1871	Non-sect.....	Col. George M. Edgar	6	4151	4260	24	32	20
Little Rock University.....	Little Rock, Ark.	1883	1882	M. E.....	Rev. Edward S. Lewis, A. M.	2	109	107	55	141	22
Philander Smith College.....	Little Rock, Ark.	1883	1877	M. E.....	Rev. Thomas Mason, A. M.	2	109	107	55	141	20
College of St. Augustine.....	Bonita, Cal.	1868	1867	P. E.....	Rev. John H. D. Wingfield, D. D., LL. D.	0	0	0	0	0	0
University of California.....	Berkeley, Cal.	1863	1869	Non-sect.....	William W. Reid, A. M.	0	0	0	0	0	0
Pierce Christian College*.....	Collego City, Cal.	1871	1874	Christian.....	James C. Keith, A. B.	6	104	25	30	49	31
St. Vincent's College.....	Los Angeles, Cal.	1869	1867	R. C.....	Rev. A. J. Meyer, C. M.	3	43	27	10	35	31
University of Southern California.....	Los Angeles, Cal.	1860	1880	M. E.....	Rev. M. M. Howard, A. M.	8	610	0	0	0	0
St. Ignatius College.....	San Francisco, Cal. (cor. Hayes and Van Ness av.)	1869	1855	R. C.....	Rev. Joseph Sasia, S. J.	8	0	0	0	0	0
St. Mary's College*.....	San Francisco, Cal.	1872	1883	R. C.....	Rev. Brother Bettolin	6	109	27	32	32	32
University of the Pacific.....	San Jose, Cal.	1852	1852	M. E.....	Rev. C. C. Stratton, A. M., D. D.	6	126	76	23	279	49
Santa Clara College.....	Santa Clara, Cal.	1853	1851	R. C.....	Rev. Robert E. Kenna, S. J.	150	150	26	9	8	27
Pacific Methodist College.....	Santa Rosa, Cal.	1862	1861	M. E. South.....	T. J. Austin	1	46	35	12	40	30
Hesperian College.....	Woodland, Cal.	1869	1881	Christian.....	A. M. Elston, A. M.	1	46	35	12	40	30
University of Colorado.....	Boulder, Colo.	1875	1877	Non-sect.....	Joseph A. Sewall, M. D., LL. D.	24	7	7	11	10	30
Colorado College.....	Colorado Springs, Colo.	1874	1874	Non-sect.....	George H. Parsons, secretary	24	7	7	11	10	30
University of Denver*.....	Denver, Colo.	1864	1880	M. E.....	Rev. David H. Moore, A. M., D. D., chancellor.	7	50	45	32	25	38
Trinity College*.....	Hartford, Conn.	1824	1826	P. E.....	Rev. George Williamson Smith, D. D.	0	0	0	0	0	0



25	Wesleyan University*	Middletown, Conn.	1831	1831	M. E.	Rev. John Wesley Jacob, D. D., LL. D.	0	0	0	0	0	0
26	Yale College	New Haven, Conn.	1701	1701	Non-sect.	Rev. Noah Porter, D. D., LL. D.	0	0	0	0	0	0
27	Delaware College	Newark, Del.	1832	1834	Non-sect.	William H. Furnell, A. M., LL. D.	0	0	0	0	0	0
28	University of Florida	Tallahassee, Fla.	1863	1883	Non-sect.	Rev. John Kost, A. M., M. D., LL. D., chancellor.	0	(44)	15			29
29	University of Georgia	Athens, Ga.	1785	1801	Non-sect.	Rev. P. H. Mell, D. D., LL. D., clau- sulator.	0	0	0	0	0	0
30	Atlanta University	Atlanta, Ga.	1867	1869	Non-sect.	Edmund A. Ware, A. M.	2	42	0	42		0
31	Clark University	Atlanta, Ga.	1877	1869	M. E.	Rev. E. O. Thayer, A. M.	1	16		16		
32	Bowdoin College	Bowdoin, Me.	1857	1857	Non-sect.	Rev. F. H. M. Henderson, D. D.	2	428	427	24	0	
33	Morser University	Macon, Ga.	1857	1838	Baptist	Rev. Archibald J. Battle, D. D., LL. D.	1	33				
34	Pio Nono College	Macon, Ga.	1876	1874	R. C.	Very Rev. Louis Bazin.	5	40		18	10	12
35	Emory College	Oxford, Ga.	1836	1837	M. E. South	Rev. Isaac S. Hopkins, W. D., D. D.	3	76	0			
36	Heldring College	Abingdon, Ill.	1855	1855	M. E.	Rev. Joseph S. Cumming, D. D.	22	16				
37	Illinois Wesleyan University	Bloomington, Ill.	1850	1850	M. E.	Rev. W. H. H. Adams, D. D.	4	150	50			
38	St. Viateur's College	Bonhomies Grove, Ill.	1874	1885	R. C.	Rev. M. J. Marshe, C. S. V.	200	44	26	50	95	125
39	Carthage College	Carthage, Ill.	1870	1870	Lutheran	Rev. E. F. Bartholomew, A. M.	44	26	26	17	27	27
40	St. Ignatius College	Chicago, Ill. (413 W. 12th st.)	1870	1869	R. C.	Rev. Joseph G. Zealand, S. J.	115	0	100	15	15	0
41	University of Chicago	Chicago, Ill.	1859	1859	Baptist	Rev. Galusha Anderson, S. T. D., LL. D.	2	88	20	44	40	24
42	Eureka College*	Eureka, Ill.	1855	1853	Christian	J. M. Allen, M. D., A. M.	50	27	45	32		
43	Northwestern University	Evanston, Ill.	1851	1855	M. E.	Rev. Joseph Cummings, D. D., LL. D.	8	160	61	67	101	53
44	Ewing College	Evansville, Ind.	1874	1867	Baptist	Rev. John Washburn, A. M., D. D.	4	69	29			
45	German-English College	Galesburg, Ill.	1881	1868	German M. E.	Rev. Emil Uhl	es	51	25	9	67	
46	Knox College	Galesburg, Ill.	1837	1841	Non-sect.	Hon. Newton Bateman, A. M., LL. D.	(b)	(b)	(b)	(b)	(k)	(k)
47	Lombard University	Galesburg, Ill.	1851	1852	Universalist	Rev. Nehemiah White, Phil. D.	33	23	1	7		
48	Irvington College*	Irvington, Ill.	1835	1865	Presbyterian	Rev. Edgar W. Clarke, A. M.	3	37	16	6	11	36
49	Illinois College	Jacksonville, Ill.	1825	1820	Non-sect.	Rev. Edward A. Tanager, D. D.	4	80	0	30	30	20
50	Lake Forest University	Lake Forest, Ill.	1855	1876	Presbyterian	Rev. Daniel S. Gregory, A. M., Phil. D.	4	54	10	17	16	21
51	McKendree College	Lebanon, Ill.	1828	1828	M. E.	Rev. Vm. F. Swahlen, A. M., Phil. D.	1	63	19	41	41	
52	Lincoln University	Lincoln, Ill.	1865	1866	Cumb. Pres	Rev. A. T. McClintock, D. D.	2	71	73	(35)		m93
53	Monmouth College	Monmouth, Ill.	1857	1856	United Pres	Rev. J. L. Russell, D. D.						
54	Northwestern College	Naperville, Ill.	1865	1861	Evang. Asso.	Harvey C. De Motte, Phil. D.	34	28	28	(62)		
55	Chadock College	Quincy, Ill.	1878	1876	M. E.	Rev. P. Anselm Mueller, O. S. F.	61	255	25	26		75
56	St. Francis Solanus College*	Quincy, Ill.	1873	1860	R. C.	Rev. T. N. Hasselquist, D. D.	71	82	1			83
57	St. Ignace College	Rock Island, Ill.	1865	1863	Evang. Luth.	Very Rev. P. Michael Richardt, O. S. F.	2	20	20	5	5	10
58	St. Joseph's Diocesan College	Trenton, Ill.	1881	1861	R. C.	Very Rev. A. Kendrick, D. D.	3	978	932	85		925
59	Shurtleff College	Upper Alton, Ill.	1835	1827	Baptist	Seim H. Peabody, Phil. D., LL. D., regent.	2	78	(7)			
60	University of Illinois	Urbana, Ill. (P. O. Cham- paign).	1867	1868	Non-sect.		(7)	(7)	(7)	(7)		

\* From Report of the Commissioner of Education for 1882-'84.

† Includes students preparing for literary course.

‡ Includes students and reorganized in 1867 and 1870 re-  
spectively.§ Since deceased; Thomas N. Chaso, A. M., is acting  
president.|| In addition there are 47 males and 42 females in the  
primary department.

¶ Includes students preparing for other college courses.

‡ See report of Knox Academy (Table VII).

† Assisted by college faculty.

‡ In music and commercial courses.

§ As Chaddock College; in 1853 as  
Quincy English  
and German College.

|| Includes those in collegiate department.

¶ Six others a part of the time.

‡ Includes students in business and teachers' courses.

§ See Table X, Part I.

TABLE IX.—Statistics of universities and colleges for 1884-'85, &amp;c.—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.	
						Number of instructors.	Students.				Preparing for self-entire course.		
							Male.	Female.	Preparing for classical course.	Preparing for self-entire course.			
1	2	3	4	5	6	7	8	9	10	11	12	13	
Westfield College	Westfield, Ill.	1865	1865	United Breth.	Rev. Isaiah La Fayette Kephart, D. D.	3	(93)		15	5	673		
Wheaton College	Wheaton, Ill.	1861	1855	Non-sect.	Charles A. Blanchard.	62	80	70	30	35	.....		
The Indiana University	Bloomington, Ind.	0	1828	Non-sect.	David Starr Jordan, M.S., M.D., Ph.D.	3	79	65	(144)		.....		
Wabash College*	Crawfordsville, Ind.	1834	1833	Presbyterian	Rev. Joseph F. Tuttle, D. D.	3	94	33	32	22	.....		
Concordia College*	Port Wayne, Ind.	1850	1848	Evang. Luth.	L. A. Bischoff, director.	.....	55	33	33	.....	.....		
Franklin College	Franklin, Ind.	1844	1836	Baptist	Rev. W. T. Stott, D. D.	.....	68	23	24	44	.....		
DePauw (late Asbury) University	Greencastle, Ind.	1837	1837	M. E.	Rev. Alexander Martin, D. D., LL. D.	9	248	71	132	6128	59		
Hanover College	Hanover, Ind.	1833	1827	Presbyterian	Rev. D. W. Fisher, D. D.	2	49	15	6	43	13		
Hartsville College	Hartsville, Ind.	1851	1852	United Breth.	Rev. C. H. Kinsale, A. M.	1	(62)		37	64	3		
Earle University	Livingston, Ind.	1850	1855	Christian	Harvey W. Everest, LL. D.	4	68	36	3	50	107		
Union Christian College	Merom, Ind.	1859	1860	Christian	Rev. Editha Mudge	.....	16	18	2	32	.....		
Moore's Hill College	Moore's Hill, Ind.	1854	1854	M. E.	Rev. L. G. Adkinson, A. M.	.....	58	30	.....	.....	.....		
University of Notre Dame*	Notre Dame, Ind.	1844	1842	R. C.	Very Rev. Thomas E. Walsh, C. S. C.	3	30	38	.....	5	.....		
Kearham College	Richmond, Ind.	1859	1847	Friends	Joseph J. Mills, A. M.	.....	30	38	.....	.....	.....		
Ridgeville College	Ridgeville, Ind.	1867	1867	F. W. B.	Rev. Samuel D. Bates, A. M.	.....	d15	.....	.....	.....	.....		
St. Meinrad's College	St. Meinrad, Ind.	0	1857	R. C.	Rev. Fintan Mundwiler, O. S. B., abbot.	.....	75	53	7	54	.....		
Amity College	College Springs, Iowa	1858	1857	Non-sect.	Rev. T. J. Kennedy, D. D.	2	(c)	(c)	(c)	(c)	(c)		
Griswold College	Davenport, Iowa.	1859	1859	P. E.	Rev. William Stevens Perry, D. D., LL. D., D. C. L.	1	94	(c)	.....	.....	.....		
Norwegian Lutheran College	Decorah, Iowa	1866	1861	Evang. Luth.	Rev. Laur. Larsen	1	.....	.....	.....	.....	.....		
Drake University	Des Moines, Iowa.	1881	1881	Christian	George T. Carpenter, A. M., chancellor.	1	(724)	.....	.....	.....	.....		
University of Des Moines*	Des Moines, Iowa.	1865	1866	Baptist	Rev. Ira E. Kenney, D. D.	4	3	1	.....	.....	.....		
St. Joseph's College	Dubuque, Iowa	.....	1873	R. C.	Very Rev. R. Ryan, V. G.	2	30	.....	13	18	.....		
Parsons College*	Fairfield, Iowa	1875	1875	Presbyterian	Rev. Thomas D. Ewing, D. D.	4	52	27	20	22	37		
Upper Iowa University	Fayette, Iowa.	1857	1857	M. E.	Rev. John W. Bissell, D. D.	2	85	69	18	37	99		





TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
122	Centenary College of Louisiana	Jackson, La.	1825	1825	M. E. South	Rev. T. A. S. Adams, A. M.	1	33				
123	College of the Immaculate Conception.	New Orleans, La.	1856	1847	R. C.	Very Rev. Theobald Walter Butler, S. J.	3	80				
124	Leland University <i>a</i>	New Orleans, La.	1870	1874	Baptist	Harvey L. Traver, A. M.	6	6140	6125			
125	New Orleans University	New Orleans, La.	1873	1865	M. E.	Almon F. Hoyt, A. M., S. T. B.	3	91	80	51	55	65
126	Southern University	New Orleans, La.	1880	1883	Non-sect. a.	Rev. J. H. Harrison, A. B.	66	6109	6151			
127	Straight University	New Orleans, La.	1869	1870	Cong.	R. C. Hillecock, A. M.	3	22	28	7	43	
128	Tulane University of Louisiana.	New Orleans, La.	1884	1884	Non-sect.	William Preston Johnston, LL. D.	13	169	0			
129	Jefferson College (St. Mary's)	St. James Parish, La. (P. O., Convent).	1861	1864	R. C.	Very Rev. J. B. Bigot, S. M.	612	129	0	39	50	40
130	Bowdoin College.	Brunswick, Me.	1794	1802	Cong.	William DeWitt Hyde.	0	0	0	0	0	0
131	Bates College.	Lebanon, Me.	1863	1863	F. W. Baptist.	Rev. Oren B. Cheney, D. D.						
132	Colby University.	Waterville, Me.	1820	1818	Baptist	Rev. George D. B. Pepper, D. D., LL. D.	0	0	0	0	0	0
133	St. John's College	Annapolis, Md.	1784	1789	Non-sect.	William H. Hopkins, A. M., acting President	2	39		20		19
134	Johns Hopkins University	Baltimore, Md.	1867	1876	Non-sect.	Daniel C. Gilman, A. M., LL. D.	0	0	0	0	0	0
135	Loyola College	Baltimore, Md.	1863	1852	R. C.	Rev. Edward A. McGurk, S. J.	3	55		40	15	
136	Washington College	Chestertown, Md.	1782	1782	Non-sect.	William J. Rivers, A. M.						
137	Rock Hill College.	Ellicott City, Md.	1865	1857	R. C.	Rev. Brother Azarias.	13	103				
138	St. Charles's College.	Ellicott City, Md.	1831	1848	R. C.	Rev. P. P. Denis, A. M., S. S.		75				
139	Mt. St. Mary's College.	Emmitsburg, Md.	1830	1808	R. C.	Rev. Edward P. Allen, A. M.	5	53	0	53	0	0
140	Fredrick College	Fredrick, Md.	1829	1763	Non-sect.	Thomas A. Gatch, A. M.		440				d40
141	New Windsor College and Windsor Female College.	New Windsor, Md.	1843	{1843} {1877	Presbyterian	Rev. A. M. Jolly, D. D.	3	14	9			
142	Western Maryland College	Westminster, Md.	1868	1867	Meth. Prot.	Rev. James Thomas Ward, D. D.	3	36	6	23	19	
143	Amburst College.	Amburst, Mass.	1825	1821	Cong.	Rev. Julius H. Seelye, D. D., LL. D.	0	0	0	0	0	0
144	Boston College.	Boston, Mass.	1863	1864	R. C.	Rev. Edward V. Boursaud, S. J.	3	95	0	20	18	

145	Boston University (College of Liberal Arts).	1869	1873	M. E.	Rev. William F. Warren, S. T. D., LL. D.	0	0	0	0	0	0
146	Haver College.	1650	1638	Non-sect.	Charles William Eliot, LL. D.	0	0	0	0	0	0
147	Tufts College.	1852	1855	Universalist.	Rev. Elmer H. Capen, D. D.	0	0	0	0	0	0
148	Williams College.	1793	1793	Non-sect.	Franklin Carter, M. D., LL. D.	0	0	0	0	0	0
149	College of the Holy Cross*.	1865	1813	R. C.	Rev. Robert W. Brady, S. J.	77	77	77	77	77	77
150	Adrian College.	1859	1859	Moth. Prot.	D. S. Stephens, M. A.	4	46	25	46	25	50
151	Albion College.	1860	1860	M. E.	Rev. L. R. Fiske, D. D., LL. D.	0	0	0	0	0	0
152	University of Michigan.	1836	1841	Non-sect.	James B. Angell, D. D.	0	0	0	0	0	0
153	Battle Creek College f.	1874	1874	7th day Adv't.	Elder Volcott H. Littlejohn.	9	152	159	88	104	g1119
154	Hillsdale College.	1855	1855	R. W. Baptist.	Rev. Ransom Dunn, D. D.	4	84	31	94	2	19
155	Hopewell College.	1866	1857	Ref. Dutch.	Rev. Kendall Brooks, D. D.	2	58	49	36	13	58
156	Kalamazoo College.	1855	1855	Baptist.	Rev. Horatio Q. Field, D. D.	5	118	110	46	423	153
157	Alvord College.	1859	1858	Col. & Pres.	Rt. Rev. Alex. A. Edgerbrock, O. S. B.	47	73	31	22	27	27
158	St. John's University f.	1857	1857	R. C.	Rev. George H. Bridgman, D. D.	66	73	31	22	27	27
159	Humboldt University.	1851	1851	M. E.	Rev. Georg Sverdrup.	194	62	27	65	104	104
160	Angust. Seminary, Greek department.	1874	1869	Lutheran.	Cyrus Northrop, LL. B.	1	469	420	32	456	101
161	University of Minnesota.	1868	1867	Non-sect.	Rev. James W. Strong, D. D.	2	120	119	178	27	27
162	Carleton College.	1866	1867	Cong.	Rev. W. W. Webb, D. D.	1	176	119	0	23	56
163	Mississippi College.	1850	1851	Baptist.	Alexander P. Stewart, chancellor.	2	79	0	23	56	56
164	East University.	1870	1868	M. E.	Rev. J. R. Maupin, A. M. l.	610	606	606	606	606	606
165	University of Mississippi.	1844	1848	Non-sect.	Rev. J. R. Maupin, A. M. l.	1	40	28	18	50	50
166	Southwest Baptist College.	1879	1878	Baptist.	Rev. P. McHale, C. M.	4	115	50	20	20	20
167	Southwestern Baptist College.	1853	1855	Christian.	Rev. J. T. Williams, A. M., D. D.	1	20	13	13	17	3
168	Canton, Mo.	1843	1844	R. C.	Rev. Eugene R. Hendrix, A. M., D. D.	2	87	30	21	36	36
169	University of the State of Missouri*.	1839	1849	Non-sect.	Rev. Chas. C. Horsman, D. D.	2	48	19	29	29	29
170	Grand River College.	1876	1859	Baptist.	J. S. Kendall.	42	38	38	42	42	42
171	Central College.	1855	1857	M. E. South.	J. F. Cook, M. A., LL. D.	1	1	1	1	1	1
172	Westminster College.	1853	1851	Presbyterian.	James G. Clark, LL. D., chairman of faculty.	3	3	3	3	3	3
173	Pritchett School Institute.	1863	1866	Non-sect.	Rev. W. C. Godbey, D. D.	122	109	109	92	71	71
174	La Grange College.	1859	1856	Baptist.	Rev. R. J. Meyer, S. J.	2	272	272	272	272	272
175	William Jewell College.	1849	1852	Baptist.	Rev. Wm. G. Eliot, D. D.	18	36	36	36	36	36
176	Morrisville College.	1876	1872	M. E. South.	Rev. Wm. McLaughlin, A. M.	4	91	83	36	51	85
177	Paynesville College.	1868	1868	Non-sect.	Rev. Nathan J. Morrison, D. D.	2	34	31	13	52	52
178	St. Louis University.	1829	1829	R. C.	Rev. W. O. H. Perry, A. M.	4	96	96	96	96	96
179	Washington University.	1853	1853	Non-sect.	Rev. Herman A. Koch, D. D.	4	96	96	96	96	96
180	Sodalia University*.	1882	1882	Presbyterian.							
181	Drury College.	1873	1873	Cong.							
182	Stewartsville College.	1879	1863	Non-sect.							
183	Central Wesleyan College.	1865	1864	German M. E.							

\* From Report of the Commissioner of Education for 1883-84.  
 a This institution is for the training of teachers and preachers for the colored race, and its statistics will hereafter be found in Tables III and XI.  
 b Total for all departments.  
 c As Tulane University; chartered as the University of Louisiana in 1847.  
 d In elementary department.  
 e Includes students preparing for other college courses.  
 f These statistics are for the year 1882-83.  
 g Normal and English students.  
 h Includes those preparing for literary course.  
 i Changed to St. John's University in 1883.  
 j Includes students in the "Artisan's Training School," those pursuing the "modern course," and all unclassified students.  
 k Includes English academy department.  
 l Succeeded in May, 1885, by Rev. A. S. Ingram.  
 m This school is preparatory in grade, and its statistics will hereafter be found in Table VII.  
 n As an academy; as a college in 1858.  
 o See report of Smith Academy (Table VII).

TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
184 Doane College	Croft, Neb.	1872	1872	Cong.	Rev. David B. Perry, A. M.	6	83	62	16	30	265.
185 Nebraska Wesleyan University*	Fullerton, Neb.	1880	1879	M. E.	Rev. J. J. Flaherty, A. M., Ph. D.	6	48	49	3	6	81
186 University of Nebraska	Lincoln, Neb.	1869	1871	Non-sect.	Irving J. Mansfield, Ph. D., chancellor	3	52	(93)	4	—	48
187 Nebraska College	Nebraska City, Neb.	1868	1866	P. E.	Rev. John McManara, D. D.	4	188	158	25	5	—
188 Greighton College	Omaha, Neb.	1879	1878	R. C.	Rev. M. P. Dowling	5	40	41	—	—	—
189 Methodist Episcopal College of Nebraska.	York, Neb.	1883	1880	M. E.	Rev. Edward Thomson, Ph. D., S. T. D.	22	211	222	—	—	—
190 State University of Nevada	Elko, Nev.	1874	—	Non-sect.	E. S. Farrington, principal	0	0	0	0	0	0
191 Dartmouth College*	Hanover, N. H.	1769	1770	Cong.	Rev. Samuel C. Bartlett, D. D., LL. D.	8	59	—	38	21	—
192 St. Benedict's College	Newark, N. J.	1881	1868	R. C.	Rev. Frederick Hoedel, O. S. B.	1	14	—	14	0	—
193 Rutgers College	New Brunswick, N. J.	1770	1771	Non-sect.	Merrill Edwards Gates, Ph. D., LL. D.	0	0	0	0	0	0
194 College of New Jersey*	Princeton, N. J.	1746	1746	Presbyterian	Rev. James McCosh, D. D., LL. D., LIT. D.	25	627	0	9	—	10
195 Alfred University*	Alfred Center, N. Y.	1857	1857	R. C.	Rev. J. Allen, D. D., Ph. D.	8	59	—	38	21	—
196 St. Bonaventure's College	Allegany, N. Y.	1875	1859	P. E.	Very Rev. Fr. Theophilus Possibilik, O. S. F.	1	14	—	14	0	—
197 St. Stephen's College	Amandale, N. Y.	1860	1860	Presbyterian	Rev. Robert B. Fairbairn, D. D., LL. D., F. S. C.	20	405	—	50	—	300
198 Wells College	Aurora, N. Y.	1868	1868	Presbyterian	Rev. Edward S. Frisbee, D. D.	6	75	—	30	—	—
199 Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.	1854	1855	Non-sect.	David H. Cochran, Ph. D., LL. D.	0	0	0	0	0	0
200 St. Francis College	Brooklyn, N. Y.	1884	1859	R. C.	Brother Jerome, O. S. F.	20	405	—	50	—	300
201 St. John's College*	Brooklyn, N. Y.	1873	1870	R. C.	Rev. J. A. Hartnett, C. M.	6	75	—	30	—	—
202 Canisius College	Buffalo, N. Y.	1883	1870	R. C.	Rev. Theodore van Rossum, S. J.	0	0	0	0	0	0
203 St. Lawrence University	Canton, N. Y.	1866	1868	Universalist	Rev. Absalom G. Gaines, D. D.	0	0	0	0	0	0
204 Hamilton College	Clinton, N. Y.	1812	1812	Presbyterian	Rev. Henry Darling, D. D., LL. D.	0	0	0	0	0	0
205 Elmira Female College*	Elmira, N. Y.	1855	1855	Presbyterian	Rev. Augustus W. Cowles, D. D.	61	—	—	30	—	22



206	St. John's College *	1841	R. C.	Rev. Patrick F. Donly, S. J.	0	0	0	0	0
207	Hobart College *	1824	P. E.	Rev. E. N. Totten, D. D., LL. D.	0	0	0	0	0
208	Madison University	1846	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	0	0	0	0	0
209	Cornell University	1865	Non-sect.	Hon. Andrew Dickson White, LL. D.	0	0	0	0	0
210	Ingham University	1857	Non-sect.	Rev. Wm. W. Totheroh, A. M., chancellor.	3	7	87	20	18
211	College of St. Francis Xavier	1861	R. C.	Rev. Samuel H. F. Jaber, S. J.	6	200	147	382	0
212	College of the City of New York	1866	Non-sect.	Alexander Stewart Webb, LL. D.	15	536	0	0	0
213	Columbia College	1754	Non-sect.	Fredrick A. P. Barnard, S. T. D., LL. D., LL. B.	0	0	0	0	0
214	Manhattan College	1863	R. C.	Wm. H. Byrnes	8	143	109	54	23
215	Rutgers Female College *	1867	Non-sect.	Rev. Samuel D. Burchard, D. D.	85	20	15	25	0
216	University of the City of New York	1830	Non-sect.	Rev. Henry M. MacCracken, D. D., vice-chancellor.	80	0	0	0	0
217	Vassar College *	1865	Non-sect.	Rev. Samuel L. Caldwell, D. D.	0	0	0	0	0
218	University of Rochester *	1850	Baptist	Marin Brewer Anderson, LL. D.	6	65	101	37	11
219	Union College	1793	Non-sect.	Hon. J. S. Landon, LL. D.	12	0	0	0	0
220	Niagara University	1863	R. C.	Very Rev. Patrick V. Kavanaugh, C. M.	0	0	0	0	0
221	Syracuse University	1870	M. E.	Rev. Charles N. Sims, D. D., LL. B., chancellor.	3	147	21	15	11
222	University of North Carolina	1789	Non-sect.	Hon. Kemp P. Battle, LL. D.	1	84	14	2	68
223	Biddle University	1877	Presbyterian	Rev. W. A. Holliday, D. D.	1	84	27	44	22
224	Davidson College	1837	Presbyterian	Rev. A. D. Hepburn, D. D., LL. D.	1	150	100	250	0
225	North Carolina College	1859	Evang. Luth.	Rev. Geo. F. Schaeffer, A. M.	7	102	15	0	0
226	Shaw University *	1835	Baptist	Rev. H. M. Tupper, A. M.	8	29	57	44	22
227	Rutherford College	1871	Non-sect.	Rev. Robert L. Abernethy, A. M., D. D.	1	0	0	0	0
228	Zion Wesley College	1885	A. M. E. Zion.	Rev. Joseph C. Price, A. M.	7	15	0	0	0
229	Trinity College *	1852	M. E. South.	Rev. Marquis L. Wood, D. D.	1	15	0	0	0
230	Wake Forest College	1834	Baptist	Charles E. Taylor, D. D.	1	0	0	0	0
231	Weaver College *	1873	M. E. South.	Daniel Atkins	6	58	63	17	83
232	Buchel College	1870	Universalist	Rev. Ordo Cone, D. D.	1	68	32	0	0
233	Ashland College	1878	Gen. Baptist	H. F. Hixson, A. M., Ph. D.	2	90	0	0	0
234	Ohio University	1864	Non-sect.	Charles W. Supper, A. M., Ph. D.	1	45	6	10	5
235	Baldwin University	1856	M. E.	Arcon Schultze, LL. D.	2	32	0	0	0
236	German Wallace College	1861	M. E.	Rev. William Nash, D. D.	2	0	0	0	0
237	Helweg Union College *	1874	Helweg	Rev. Dr. Isaac Meir Wise	4	90	56	m34	0
238	St. Joseph's College	1873	R. C.	Rev. James Rogers, C. S. C.	0	0	0	0	0
239	St. Xavier College	1869	R. C.	Rev. Henry Mooley, S. J.	10	89	63	48	48
240	University of Cincinnati	1870	Non-sect.	Jacob Dolson Cox, A. M., LL. D.	10	89	63	48	48
241	Adelbert College of Western Reserve University	1826	Pres. & Cong.	Rev. Carroll Cutler, D. D.	10	89	63	48	48
242	Edmont College	1846	Non-sect.	P. V. N. Meyers, A. M.	3	21	0	0	0
243	Capital University	1850	Evang. Luth.	Rev. M. Loy, A. M.	3	21	0	0	0

\* As an academy in 1858.

† Includes students preparing for philosophical course.

‡ Since succeeded by Charles Kendall Adams, LL. D.

§ Since resigned.

|| As Baldwin University; founded 1845 as Baldwin Inst.

m Preparing for commercial department.

TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.			Preparing for special course.	Preparing for self-entire course.
							Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12
214 Ohio State University .....	Columbus, Ohio.....	1870	1873	Non-sect.....	William H. Scott.....	.....	672	612	53	(a)	31
245 Ohio Wesleyan University .....	Delaware, Ohio.....	1842	1842	M. E.....	Rev. Charles H. Payne, D. D., LL. D.	.....	674	619	109	135	6159
246 Kenyon College .....	Gambier, Ohio.....	1842	1845	P. E.....	Rev. Wm. B. Bodine, D. D.	6	57	.....	.....	.....	6
247 Kenyon College .....	Gambier, Ohio.....	1842	1845	Baptist.....	Rev. Alfred Owen, D. D.	3	68	.....	24	68	121
248 Hiram College .....	Hiram, Ohio.....	1867	1867	Disciples.....	George H. Laughlin, A. M.	5	70	77	4	22	121
249 Hopkinton Normal College .....	Hopkinton, Ohio.....	1855	1855	Non-sect.....	Rev. J. M. Jamieson, A. M.	.....	20	12	4	12	22
250 National Normal University .....	Lebanon, Ohio.....	1835	1835	Non-sect.....	Alfred Holbrook.....	3	94	.....	.....	.....	.....
251 Marietta College .....	Marietta, Ohio.....	1835	1835	Non-sect.....	Rev. Israel W. Andrews, D. D., LL. D.	.....	.....	.....	.....	.....	.....
252 Mt. Union College * .....	Mt. Union, Ohio.....	1858	1846	Non-sect.....	O. N. Parishson, LL. D.	8	287	148	100	52	253
253 Muskingum College .....	New Concord, Ohio.....	1837	1837	United Presb.	Rev. F. M. Spencer.....	.....	56	26	14	68	.....
254 Oberlin College .....	Oberlin, Ohio.....	1833	1833	Cong.....	Rev. James H. Fairchild.....	23	349	159	252	.....	256
255 Rio Grande College .....	Rio Grande, Ohio.....	1875	1876	P. W. Baptist.	Albannus A. Moulton, A. M.	.....	6	58	37	.....	.....
256 Seio College .....	Seio, Ohio.....	1866	1865	M. E.....	E. J. Marsh, A. M., D. D.	2	25	15	.....	.....	.....
257 Wittenberg College * .....	Springfield, Ohio.....	1845	1845	Evangel. Luth.	Rev. S. A. Ort, D. D.	4	101	12	101	12	.....
258 Heidelberg College .....	Tiffin, Ohio.....	1850	1850	Reformed.....	Rev. George W. Willard, D. D.	.....	65	13	20	20	37
259 Urbana University .....	Urbana, Ohio.....	1850	1851	New Church.....	Rev. Frank Sewall, A. M.	4	15	43	10	10	26
260 Otterbein University .....	Westerville, Ohio.....	1847	1847	United Breth.	Rev. H. A. Thompson, D. D.	.....	67	42	19	45	45
261 Wilberforce College .....	Wilberforce, Ohio.....	1863	1863	Af. M. E.....	Rev. Samuel T. Mitchell, A. M.	4	56	30	3	8	25
262 Wilmington College .....	Wilmington, Ohio.....	1875	1870	Friends.....	James B. Unthank, M. S.	.....	33	40	28	20	81
263 University of Wooster .....	Wooster, Ohio.....	1866	1870	Presbyterian.....	Rev. Sylvester F. Seavel.....	10	(105)	.....	114	.....	.....
264 Antioch College * .....	Yellow Springs, Ohio.....	1852	1853	Non-sect.....	Rev. Daniel A. Long, A. M.	.....	.....	.....	.....	.....	.....
265 Corvallis College * .....	Corvallis, Oreg.....	1868	1865	M. E. South.....	B. L. Arnold, A. M.	.....	.....	.....	.....	.....	.....
266 University of Oregon * .....	Eugene City, Oreg.....	1876	1876	Non-sect.....	John W. Johnson, A. M.	1	86	61	(87)	63	.....
267 Pacific University and Tualatin Academy.....	Forest Grove, Oreg.....	1854	1854	Evangel.....	Rev. J. F. Ellis, D. D.	4	62	51	.....	32	.....
268 McMinnville College.....	McMinnville, Oreg.....	1857	1858	Baptist.....	Rev. Edward C. Anderson, A. M., D. D.	.....	57	38	.....	.....	.....





TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.						Number of students unclassified.
						Number of instructors.	Students.				Preparing for scientific course.	Preparing for social course.
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12	
303 Erskine College.....	Due West, S. C.....	1841	1839	Asso. Ref Pres	Rev. W. M. Grier, D. D.....	1	26	...	21	5	...	
304 Furman University.....	Greenville, S. C.....	1850	1851	Baptist.....	Rev. Charles Manly, D. D.....	2	30	0	25	5	...	
305 Newberry College.....	Newberry, S. C.....	1856	1853	Evangel. Luth.....	Rev. G. W. Holland, A. M., Ph. D.....	1	35	...	20	210	5	
306 Claflin University and South Carolina Agricultural College and Mechanics' Institute. <i>b</i>	Orangeburg, S. C.....	1869 (1872)	1870 (1874)	Non-sect.....	Rev. L. M. Danton, A. M.....	5	249	144	23	34	336	
307 Wofford College.....	Spartanburg, S. C.....	1851	1854	M. E. South.....	James H. Carlisle, A. M., LL. D.....	...	...	...	...	...	...	
308 Adger College.....	Walhalla, S. C.....	1877	1877	Presbyterian.....	Marshall Stribling, secretary	1	45	...	8	...	...	
309 East Tennessee Wesleyan University.	Athens, Tenn.....	1867	1868	M. E.....	John Fletcher Spence, S. T. D.....	4	138	31	60	90	...	
310 King College.....	Bristol, Tenn.....	1868	1867	Presbyterian.....	Rev. J. Albert Wallace, M. A.....	1	55	...	...	...	...	
311 Southwestern Presbyterian University.	Clarksville, Tenn.....	1875	1875	Presbyterian.....	Rev. John N. Waddell, D. D., LL. D., chancellor.	0	0	0	0	0	0	
312 Hixvassee College.....	Hixvassee College, Tenn.....	1850	1849	M. E. South.....	Rev. John H. Brunner, A. M., D. D.....	2	16	43	36	23	0	
313 Southwestern Baptist University*.	Jackson, Tenn.....	1874	1875	Baptist.....	George W. Jarman, A. M., LL. D.....	2	25	...	...	...	...	
314 University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn.....	1867 (1869)	1868 (1869)	Non-sect.....	{Rhodes Massie, A. M., D. L., chairman of faculty.	3	73	...	9	64	...	
315 Cumberland University.....	Lebanon, Tenn.....	1842	1842	Cumb. Presb.....	Nathan Green, LL. D., chancellor.	2	100	...	...	...	...	
316 Bethel College.....	McKenzie, Tenn.....	1850	1856	Cumb. Presb.....	W. B. Sherrill	49	49	25	45	...	...	
317 Maryville College.....	Maryville, Tenn.....	1842	1819	Presb.....	Rev. P. Mason Bartlett, D. D.....	2	160	78	56	182	...	
318 Christian Brothers' College	Memphis, Tenn.....	1872	1871	R. C.....	Brother Maurelain.....	2	254	120	104	30	...	
319 Carson College.....	Mossy Creek, Tenn.....	1863	1866	Baptist.....	Rev. S. W. Tindell, A. M.....	2	129	50	40	39	...	
320 Central Tennessee College.....	Nashville, Tenn.....	1866	1866	M. E.....	Rev. John Braden, D. D.....	23	23	5	22	0	...	
321 Fisk University.....	Nashville, Tenn.....	1867	1866	Cong.....	Rev. Erasmus M. Cravath, M. A.....	12	(232)	54	0	...	...	
322 Roger Williams University.....	Nashville, Tenn.....	1882	1884	Baptist.....	Rev. Edward C. Mitchell, D. D.....	2	110	92	...	...	...	
323 Vanderbilt University.....	Nashville, Tenn.....	1873	1875	M. E. South.....	Landon Cabell Garland, A. B., A. M., LL. D., chancellor.	0	0	0	0	0	0	
324 University of the South.....	Sewanee, Tenn.....	1853	1868	P. E.....	Rev. Telfair Hodgson, D. D., vice-chancellor.	5	92	26	31	...	...	

325	Burrill College	Spencer, Tenn.	1850	Christian	A. T. Soliz, A. M.	112	07		
326	Greeneville and Tusculum College	Tusculum, Tenn.	1794	Presb.	Rev. Jere Moore, A. M.	55	24	23	24
327	University of Texas	Austin, Tex.	1881	Non-sect.	Leslie Waggener, M. A., LL. D., chairman.	2		32	
328	St. Mary's University*	Galveston, Tex.	1856	R. C.	Rev. A. M. Truhead	210		25	675
329	Southwestern University	Georgetown, Tex.	1857	M. E. South.	Rev. John H. McLean, A. M., D. D., chairman of faculty.	4	85	82	
330	Baylor University	Independence, Tex.	1845	Baptist	Rev. Reddin Andrews, A. M.	3	03		
331	Mansfield Male and Female College *	Mansfield, Tex.	1872	Non-sect.	Rev. John Collier	9120	7103	11	20
332	Salado College	Salado, Tex.	1861	Non-sect.	Wm. A. Banks, A. M.	83	90	55	100
333	Austin College	Sherman, Tex.	1849	Presb.	Rev. D. McGregor	10		6	4
334	Trinity University*	Tehuacana, Tex.	1870	Cumb. Presb.	Rev. B. G. McLeskey, D. D.	2			
335	Marvin College	Waxahachie, Tex.	1873	Non-sect.	J. Callaway	5			
336	University of Vermont and State Ag. } ricultural College.	Burlington, Vt.	1791 1865	Non-sect.	Rev. Matthew Henry Buckham, D. D.	0	0	0	0
337	Middlebury College	Middlebury, Vt.	1800	Cong.	Rev. Cyrus Hamlin, D. D., LL. D.	0	0	0	0
338	Randolph Macon College	Ashland, Va.	1830	M. E. South.	Rev. William Bennett, D. D.				
339	Emory and Henry College	Emory, Va.	1838	M. E. South.	Thos. W. Jordan, M. A.	3	75	50	10
340	Hampton Sidney College, Va.	Hampton Sidney College, Va.	1783	Presb.	Rev. Richard McIlwaine, D. D.	0	0	0	0
341	Washington and Lee University	Lexington, Va.	1782	Non-sect.	Gen. G. W. C. Lee	0	0	0	0
342	Richmond College	Richmond, Va.	1832	Baptist	IL. H. Harris, M. A., LL. D., chairman of faculty.	2	48		
343	Roanoke College	Salem, Va.	1853	Lutheran	Julius D. Dreher, M. A., Ph. D.				
344	University of Virginia	University of Virginia, Va.	1819	Non-sect.	James F. Harrison, M. D., chairman of faculty.	1	11	6	
345	Bethany College	Bethany, W. Va.	1840	Christian	W. K. Pendleton, LL. D.	3	32	0	25
346	West Virginia University	Morgantown, W. Va.	1867	Non-sect.	E. M. Turner, A. M.	66	40	9	h40
347	Lawrence University*	Appleton, Wis.	1847	M. E.	Rev. Bradford P. Raymond, Ph. D., D. D.				
348	Beloit College	Beloit, Wis.	1846	Cong. & Presb.	Rev. Aaron L. Chapin, D. D., LL. D.	2	97	18	12
349	Galesville University	Galesville, Wis.	1854	Presb.	J. Irvin Smith, D. D.	1	55	25	13
350	University of Wisconsin	Madison, Wis.	1848	Non-sect.	Rev. John Bascom, D. D., LL. D.	10	1	11	
351	Milton College	Milton, Wis.	1867	7th Day Lapt	Rev. Wm. C. Whitford, A. M., D. D.	10	80	67	16
352	Racine College	Racine, Wis.	1852	P. E.	Rev. Albert Zabriskie Gray, S. T. D.	9	104		37
353	Ripon College	Ripon, Wis.	1851	Cong. & Presb.	Rev. Edward H. Merrill, A. M., D. D.	4	65	45	9
354	Northwestern University &	Watertown, Wis.	1861	Evang. Luth.	Rev. Augustus F. Ernst	49			32
355	Pierre University	East Pierre, Dak.	1883	Presb.	Rev. Wm. M. Blackburn, D. D.	3	12	10	20
356	Columbia University	Vermillion, Dak.	1883	Non-sect.	John Wesley Simonds, A. M. Ph. D.	(n)	72	78	150
357	Columbian College	Washington, D. C.	1821	R. C.	Rev. Edward A. McGark, S. J.			(n)	(n)
358	Gonzaga College	Washington, D. C.	1853	Non-sect.	Rev. William W. Patton, D. D., LL. D.	1	42	0	42
359	Howard University	Washington, D. C.	1867	Non-sect.	Edward M. Gallaudet, Ph. D., LL. D.				
360	National Deaf-Mute College	Washington, D. C.	1864	Non-sect.	Rev. James A. Doonan, S. J.	20			20
361	Georgetown College*	West Washington, D. C.	1815	R. C.					

\* From Report of the Commissioner of Education for 1883-'84.

a Preparing for philosophical course.

b A department of the University of South Carolina.

c The female department is at Sweetwater, seven miles from Hiwassee College.

d Includes those in commercial department.

e Commercial students.

f Chartered and organized under its present name in 1875 and 1873 respectively.

g Total for all departments.

h Including modern classical.

i As a college; as an academy in 1844.

j Reorganized in 1863.

k These statistics are for the year 1883-'84.

l As Presbyterian University of Southern Dakota;

m See Columbian College Preparatory School (Table VII).

n Died June 5, 1885; succeeded by J. R. Herrick.

TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
262 College of Montana .....	Deer Lodge, Mon. ....	1884	1883	Presb. ....	Rev. D. J. McMillan, D. D. ....	2	(46)		3	20	14
363 University of Degezet .....	Salt Lake City, Utah .....	1850	1850	Non-sect. ....	John R. Park, M. D. ....	4					
364 University of Washington Territory .....	Seattle, Wash. Ter. ....	1861	1862	Non-sect. ....	L. J. Powell, A. M. ....	1	36	32	5	18	
365 Whitman College .....	Walla Walla, Wash. Ter. ....	1859	1866	Non-sect. ....	A. J. Anderson, A. M., Ph. D. ....	4	675	650	10	32	683

*a* As a seminary; as a college in 1883.*b* As a seminary; as a college in 1882.*c* Includes students in normal and commercial departments.



TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																																
	Corps of instruction.				Whole number of students	Students in classical course.								Students in scientific course.																			
						Fresh-man.				Sopho- more.		Junior.		Senior.		Fresh- man.	Sopho- more.		Junior.	Senior.		Special or optional stu- dents.	No. of graduate students.										
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Male.	Female.		Male.	Female.												
No. of faculty.	No. of resident pro- fessors and in- structors.	No. of non-resident professors and lecturers.	No. of endowed professorships.	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	No. of years in collegiate course.	No. of weeks in scholastic year.	
1																																	
Southern University.....	8	8		0	125	a46	a25	a18	a7																								
Howard College.....	2	2		0	90	a46	a25	a18	a7																								
Spring Hill College.....	23	19	0	0	207	a48	0	a57	0	a35	0																						
University of Alabama.....	14	c5			e135																												
Arkansas College.....	5				18	13	5																										
Cane Hill College.....	6	8	0	0	67	a25	a8	a16	a3	a4	a3	a6																					
Kansas Industrial University.....	7	4	0	0	16	a4	a3	a2	a2	a3	a2																						
Little Rock University.....	8	4	4	0	0	a4	a3	a2	a2	a3	a2																						
Phillander Smith College.....	9	5	6		59																												
College of St. Augustine.....	10	6																															
University of California.....	34	31	3	2	f151	a40	a8	a19	a4	a10	a3	a15	a6																				
Pierce Christian College*.....	c5				e115																												
St. Vincent's College.....	12	6	2		9	6		3	5	1		2	2		7																		
University of Southern California.....	33	11			43	5		5	5			0	75	0	25	0	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
St. Ignatius College.....	34	17	14	8	0	576	120	0	80	0	140	0	75	0	25	0	90	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
St. Mary's College*.....	15	16	12	4	0	8																											
University of the Pacific.....	16	12	10	2		7	3	2		1	2	1	1	1	a25	a18																	
Santa Clara College.....	17	25	20	5		75	a30	a20	a15	a10																							
Pacific Methodist College.....	18	4	4			59	7	5	2		4	6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
Hesperian College.....	19	4	7			14																											
University of Colorado.....	20	7	7			71	6	2	1	0	3	0	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Colorado College.....	21	6			19	2	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	
University of Denver.....	22	6			20																												

\* From Report of the Commissioner of Education for 1883-'84.

c Under classical are included students in scientific course.

d These statistics are for the year 1885-'84.

e Total for all departments.

d Includes students in other collegiate courses.

e 600 beneficiary and 400 normal appointments.

f For students in scientific department, see Table X.

Part 1.









1220	Louisiana State University and Agricultural and Mechanical College.*	4	9	0	0	97	31	8	4	5	27	11	4	6		0	1	0	0	4	40
1221	St. Charles College	13	13		0	89	e14	5	4	4		19	12	1					0	0	43
1222	Ce. Conaty College of Louisiana.	4				51	e25	e14	e5	e7							10			6	40
1223	College of the Immaculate Conception.	18	17	1	0	280													0	4	34
1224	Leland University g.	4	4	1	1														0	0	4
1225	New Orleans University.	4	4	12	0	19													0	0	4
1226	Southern University.																		0	0	4
1227	Strategic University of Louisiana.	5	5	0	0	106	8	5	3	e20	1	0	20	25	8	4	6	1	4	2	30
1228	Tulane University of Louisiana.	14	14	0	0														0	150	40
1229	Jefferson College (St. Mary's)																		0	0	4
1230	Bowdoin College.	13	13		6	113	32	31		29							1	0	0	46	4
1231	Rates College	7	7	2		124	28	7	26	7	30	3	20	3					24	4	38
1232	Goby University	10	10		2	117	29	5	30	4	32	2	13	2					70	4	35
1233	St. John's College	8	8	0	0	46	10	5		4	6	5	4	5				2	0	36	4
1234	Johns Hopkins University	52	41	9		k290												174	20	60	37
1235	Loyola College*					65													6	42	4
1236	Washington College	3																	20	4	40
1237	Rock Hill College	7				53	20	10		3								10	4	40	40
1238	St. Charles's College.	14	14	0	0	109	e12	e26	e19	e22								0	0	4	42
1239	Mt. St. Mary's College.	10	35	4	0	56	24	0	9	0	14	0	0	0	0	0	0	0	4	42	4
1240	Fredrick College	3	3			61													4	42	4
1241	New Windsor College and Windsor Female College.	10	10	2	0	103												6	0	0	4
1242	Western Maryland College	11	9	2	0	85	9	18	8		6	8	5	12	8	3	1		0	38	4
1243	Ambrost College.	27	25	2	p0	335	95				70	74			2	5			0	3	4
1244	Boston College.	19	16	3	0	110	30	0	32	0	20	e18	0		4	6	18	1	115	4	38
1245	Boston University (College of Liberal Arts).	15	15			k166	17	20	21	7	0	12	4	12	3	3	41	20	66	4	36
1246	Harvard College.	60			10	1,067	255	250	234	191	(l)	(l)	(l)	(l)	(l)	(l)	70	61	9	122	4
1247	Trinity College	13	12	1	1	109	24	16	15	17	16	17	4	2	7	0	33	4	39	4	39
1248	Williams College	17	10	1	2	254	54	67	57	60					14	2	m35	4	38	4	38
1249	College of the Holy Cross*	13				93															
1250	Adrian College	14	14			60												4	2	4	32
1251	Albion College	16	15	1	4	61	7	3	3	0	3	2	f7	f2	f6	f5	f3		4	4	27
1252	University of Michigan	44	44	0	0	524												13	0		40
1253	Battle Creek College n.	153																	3	39	
1254	Hillsdale College	9	20	0	9	181	15	2	11		1	3	1	35	22	17	12	8	11	5	e24
1255	Hopo College	6	5	1	0	32	9	0	6	2	6	0	4	1	1	0	2	0	0	0	1
1256	Kalamazoo College	5	5	0	1	57	7	2	1	2	6	1	6	1	1	1	1	27	2	0	4
1257	Olivet College	15	15	1	4	125	9	5	10	1	12	2	7	1	f6	f18	f6	f17	f2	f12	f3
1258	St. John's University n.	18				p180														0	4

r students in scientific department, see Table X,  
Part 2.

also nearly \$70,000 of undivided funds to help poor students.

These statistics are for the year 1883-'84.

graduates for the year.  
cludes commercial students.





153	Nebraska Wesleyan University *	8	5	5	0	9	a33	a22	a16	a11	a17	a3	a6	a4	2	3	1	1	2	0	3, 4	40					
154	University of Nebraska	16	14	0	0	142	a33	a22	a16	a11	a17	a3	a6	a4	28	2	0	0	0	0	4	36					
155	Nebraska College *	3	3	0	0	19	15	4													4	39					
156	Creighton College	10	6	2	0	220	7	1							1	7	4	4	1	194	40						
157	Methodist Episcopal College of Nebraska	14	12	2	0																4	38					
158	State University of Nevada	15	13	7	7	222	69	00	00	47	56				(j)	(j)	(j)	(j)		100	4	37					
159	Dartmouth College *	7	13	7	7	222	69	00	00	47	56				(j)	(j)	(j)	(j)		100	4	37					
160	St. Benedict's College	15	13	7	7	222	69	00	00	47	56				(j)	(j)	(j)	(j)		100	4	37					
161	St. John's College	7	13	7	7	222	69	00	00	47	56				(j)	(j)	(j)	(j)		100	4	37					
162	Rutgers College	16	16	0	3	462	22	8	13	13	9				(k)	(k)	(k)	(k)	10	0	50	4	40				
163	College of New Jersey *	38	37	1	17	434	08	99	103	103	100				(j)	(j)	(j)	(j)	9	55	8	63	4	38			
164	Alfred University *	10	16	195	10	125	a17	a13	e11	e8	e7	e5	e5	e5	18	13			37	10			4	39			
165	St. Bonaventure's College	12	16	195	10	94	16	12	e20	e20	e15								3	0	0	38	4	40			
166	St. Stephen's College	5	5	1	0	40	10	10	10	10	7								16	0	0	4	40	4	37		
167	Wells College	13	13	5	1	46	11	11	10	27	15				6	60	31	10	2	0	4	38	4	38			
168	Brooklyn Collegiate and Polytechnic Institute.	15	15	0	0	145																		4	40		
169	St. Francis College	25	20	5		665	6	4	4	5	6													4	40		
170	St. John's College	9	20	5		29	10	8	6	5	5													4	40		
171	Canisius College	223	e19	e4		63	17	7	11	10	10								23					6	43		
172	St. Lawrence University	7	6	1	1	68	1	1	1	1	2	2	2	2	9	2	9	4	6	5	7	5	10	20	4	37	
173	Hamilton College	14	14	204	1	9	197	51	55	42	28								11					24	4	39	
174	Elmira Female College *	14	14	205	1	81	11	11	10	7	11								42		m1	4	40	4	40		
175	St. John's College *	15	15	205	1	70	30	18	10	10	10								1	1				4	40		
176	Hobart College *	8	8	0	4	52	9	6	6	2	14				a4	a4	a10	a7	0	0	40	3, 4	38	4	37		
177	Madison University	11	11	208	11	98	21	18	28	20	20				1	1	1	1	9		63	4	37	4	36		
178	Cornell University	58	55	3	0	563	a219	a13	a25	a8	a79	a10	a50	a9	21	29	7	512	4	40				4	40		
179	Inglham University	210	7	7		32	2	2	19	19	11	4	3		1				21	18	1			20	5	32	
180	College of St. Francis Xavier	7	7	7		72	23	27	24	16	16				102	43	25	21	(o)					5	30		
181	College of the City of New York	13	20			329	63	27	24	11	11				(o)	(o)	(o)	(o)	4	4				m14	m34		
182	Columbia College	m34			2	m236	m71	m80	m63	m51	m51				4	4	4	4	4	4				4	42		
183	Manhattan College	13	7	6		114	36	6	6	7	7								4	7	0	0	4	40	4		
184	Rutgers Female College *	215	4	9	0	37													4	7	0	0	4	40	4		
185	University of the City of New York	11	12			100	11	11	30	33	33				19	22	10	9	3	1	4	37	4	40	4		
186	Vassar College *	17	33	2	2	238	22	29	28	27	10				4	7	3	4	38					4	38		
187	University of Rochester *	12	12			165	22	12	11	14	19				14	19	28	15	20	8				4	39		
188	Union College	15	15			143	16	12	12	11	14				15	16	15	3	35	4	4	38		4	38		
189	Niagara University	9	9			81	a19	e16	e18	e28					2	3	1	a18	a11	a7	a4	a4	a3	a2	4	40	
190	Syracuse University	10	10	0	2	175	22	3	15	9	24	8	26	1	a18	a11	a10	a7	a4	a4	a3	a2	8	0	8	4	39
191	University of North Carolina	16	16			207	19	18	18	18	12				30	21	17	13	47	12			90	4	40		
192	Bible University	5	5			32	6	2	2	9	5				4	4	3	1	1	1			4	32	4	32	
193	Davidson College	6	6			98	29	19	22	22	9				2	2	4	3	10				3	4	39	4	
194	North Carolina College	225	6	5	1	13	8	3							2		4	3					3	4	40	4	

\* From Report of the Commissioner of Education for 1900. Includes students in English and young ladies' department, see Table X.

1883-'84.  
a Includes students in other collegiate courses.

<sup>a</sup> Includes students in other collegiate courses.  
<sup>b</sup> Not prescribed

**b** Not prescribed.  
**c** Total for all departments.

*c* Total for all departments.  
*d* Two are only partial scholarships.

c Under classical are included students in s

**COURSE.**

partments.  
9 This school is

*g* This school is  
will hereafter

**Includes report**

- Partially endowed
- For students

For students :  
Part 2.

Part 1.

Classification of 44 not reported.

Also an aid fund of \$25,000.

*o* For students in Columbia College

Table V Part 2  
For students in Columbia College

Table X, Part 2.

TABLE IX.—Statistics of universities and colleges for 1884-'85, &c.—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Collegiate department.																										No. of years in collegiate course.	No. of weeks in scholastic year.
	Corps of instruction.				Whole number of students.	Students in classical course.						Students in scientific course.						Special or optional students.	No. of graduate students.	No. of fellowships.	No. of scholarships.							
	No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professors.		Fresh-man.		Sophomore.		Junior.		Senior.		Fresh-man.		Sophomore.						Junior.		Senior.				
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.	Male.		
1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Shaw University*	8	2	6	0	40																					4	32	
Rutherford College.	8	5	3	0	73																				0	(a)	40	
Zion Wesley College.	9	12			17	12	3	1	1																	4	33	
Trinity College*	228				69	24	13			9	3									5						4	40	
Wake Forest College.	229	7	0		145																				20	3-5	40	
Weaver College*	230	3																								4	40	
Buchtel College	231	10			84	2	3	4	3	2	3	1	1	7	19	8	8	4	7	3	1				50	4	39	
Waverly College.	232	4	0																						25	2-4	40	
Ashland College.	233	6																								4	40	
Ohio University.	234	12			33	8	5	5	3	5	1	4	2													4	38	
Baldwin University.	235	6			112	7	5	5	4	2	8	3														4	40	
German Wallace College.	236	5			34	4	0	5	0	7	0	3	0	8	2	1	0	2	2	0	0	70				4	40	
Hebrew Union College*	237	7	6		11	5	2																		0	4	42	
St. Joseph's College	238	610	61		6110	5	436			610						2					15					6	40	
St. Xavier College	239	15	1		93	643	436			610																7	40	
University of Cincinnati.	240	14	1		69	68	61	65	63	67	0	61	63	62	0	68	1	4	1	1	23	1			0	4	40	
Adelbert College of Western Reserve University.	241	9	8	1	4	91	19	4	16	2	14	4	11	4	4						2	3			40	4	38	
Belmont College.	242	8				52	3	3	4	2	1		1	1	5	1	1	3	3		1	22				4	39	
Capital University.	243	8			48	18	9			10		11													0	4	40	
Ohio State University.	244	17	22	0	464	424	474	416	46	44	43	45	1	(e)	(e)	(e)		(e)		(e)				0	0	4	37	
Ohio Wesleyan University.	245	29	2	8	368	62	233	29	433	31	417	28	427	19	3	7	1	5	2	9	2	0	0		0	4	37	
Kenyon College.	246	7			4	67	27	18		13																4	38	
Denison University	247	8			4	78	16	5		9																5	39	
Hiram College	248	6	11	1	30	3	1		4	7	0		10			12	f2	f1	0	1	94	2	0	0		4	40	
Hopdale Normal College.	249	6	6																							4	40	
National Normal University h.	250	14			401																					4	48	

	9	6	3	43	14	8	7	3	2	3	4	5	0	f <sup>2</sup>	71	8	42	4	38
251 Marietta College	14	11	3	182	16	3	18	3	1	2	20	6	3	2	71	8	42	4	38
252 Mt. Union College <sup>a</sup>	7	6	1	84	2	7	1	6	1	1	6	4	5	4	1	7	6	4	39
253 Muskingum College	15	14	1	426	56	11	40	14	35	11	26	11	8	4	1	222	4	38	4
254 Oberlin College	5	5	1	12	56	11	40	14	35	11	26	11	8	4	1	222	4	38	4
255 Rio Grande College <sup>b</sup>	7	7	1	12	56	11	40	14	35	11	26	11	8	4	1	222	4	38	4
256 Solo College	7	7	1	56	20	10	5	4	6	3	9	2	1	3	3	2	2	4	39
257 Wittenberg College <sup>c</sup>	11	11	6	77	18	14	1	10	1	1	1	1	1	3	3	2	2	4	39
258 Heidelberg College	6	6	1	76	14	1	10	1	1	1	1	1	1	3	3	2	1,200	4	39
259 Urbana University	4	4	1	9	2	1	1	1	1	1	1	1	1	1	1	1	1	4	39
260 Otterbein University	9	10	5	55	11	1	4	2	3	1	2	2	f <sup>4</sup>	f <sup>9</sup>	f <sup>3</sup>	f <sup>4</sup>	1	4	38
261 Wilberforce University	6	4	2	22	1	0	0	0	0	1	5	1	4	1	6	1	2	4	40
262 Wilmington College	5	5	1	25	3	0	1	4	1	1	0	0	4	1	0	9	0	4	39
263 University of Wooster	18	17	1	205	40	27	2	23	4	25	f <sup>15</sup>	f <sup>12</sup>	f <sup>3</sup>	f <sup>11</sup>	f <sup>3</sup>	18	0	4	38
264 Antioch College <sup>d</sup>	12																50	4	40
265 Carroll College <sup>e</sup>																		4	40
266 University of Oregon <sup>f</sup>	8	8	0	46	e <sup>2</sup>	e <sup>4</sup>	2	1	2	3	1	3	2	7	2	9	0	4	40
267 Pacific University and Yuliatin Acad. eny.	5	5	1	18	1						1	3	1	3	1	2	0	4	39
268 McMinnville College																		4	40
269 Christian College <sup>h</sup>	8			12														4	38
270 Philomath College	2	2		25	4	2	3			3	1	4						4	40
271 Willamette University	6	6		52	1	3				18	5			1	1	6	16	4	40
272 Western University of Pennsylvania	12	12	0	2	52	1	3			18	5			2	10	8	0	4	40
273 Muhlenberg College	6	6	0	3	e <sup>15</sup>	e <sup>16</sup>	e <sup>18</sup>			e <sup>13</sup>				3	2	0	4	40	4
274 Lebanon Valley College	11	11	0	0	79	4	0	4	1	0	3	0	10	4	0	42	0	4	40
275 St. Vincent's College	637			161										1	0	8	0	4	40
276 Geneva College				61												8	42	4	40
277 Dickinson College <sup>g</sup>	7	7	0	90	19	0	20	0	12	0	14	0		3	0	3	0	3,4	39
278 Pennsylvania Military Academy	11	11	1	0	116					27	0	40	0	20	0	0	0	4	39
279 Lafayette College	25	25	2	5	32		38		30		35		(f)	(f)	(f)	0	4	37	0
280 Ursinus College <sup>h</sup>	5	5		39	e <sup>2</sup>	e <sup>5</sup>	e <sup>3</sup>	0	e <sup>8</sup>	e <sup>2</sup>	e <sup>7</sup>	e <sup>2</sup>	(f)	(f)	(f)	0	4	40	4
281 Pennsylvania College	7	7		5	22	21	26		26		24				1		4	39	4
282 Thiel College	7	7	0	2	54	8	1	19	5	7	4	10	0				40	4	39
283 Grove City College	10	10		161	e <sup>114</sup>	e <sup>26</sup>	e <sup>11</sup>		e <sup>10</sup>		15			7			40	4	39
284 Haverford College	12	10	2	1	84	7	17	4	4	15	14	14	7	4	2		4	39	4
285 Monongahela College	4	4	0	0	17	2	3	1	2	1	1	4				0	0	4	35
286 Franklin and Marshall College	8			1	92	17	20	28		27				4	1	9	100	4	39
287 University at Lewisburg	8	8		2	88	20	13	1	10	9	13	4	4				19	4	38
288 Lincoln University	9			7	171	51	40	40	40	40						768	0	4	38
289 St. Francis College <sup>i</sup>	9	9		35	8	7					12						0	4	36
290 Allegheny College	9	9		7	97	28	8	13	3	21	4						0	4	36
291 Westminster College	10	10		112	25	3	22	14	2	7				3	11	18	0	4	40
292 La Salle College	9	8	1	0	50	24	10	9		9							4	40	4
293 University of Pennsylvania <sup>j</sup>	(a31)			1143	46	30		30		29	(f)	(f)	(f)	(f)	(f)	(f)	4	37	4

\* From Report of the Commissioner of Education for 1883-84.  
<sup>a</sup> Not prescribed.  
<sup>b</sup> Total for all departments.  
<sup>c</sup> Under classical are included students in scientific course.  
<sup>d</sup> Includes students in other collegiate courses.  
<sup>e</sup> These are in philosophical course.  
<sup>f</sup> Includes students in philosophical course.  
<sup>g</sup> These statistics are for the year 1883-84.  
<sup>h</sup> Includes students in literary course.  
<sup>i</sup> These are in philosophical course.  
<sup>j</sup> For students in scientific department see Table X, Part 1.  
<sup>k</sup> All students on scholarships.  
<sup>l</sup> For students in scientific department, see Table X, Part 2.  
<sup>m</sup> These are pursuing the commercial course.  
<sup>n</sup> Faculties of arts, of science, and of finance and economy.





Maryville College	7	8	1	3	38	11	55	66	44	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
-------------------	---	---	---	---	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--

\* From Report of the Commissioner of Education for 1882-84.  
*a* For students in scientific department, see Table X, Part 2.  
*b* Includes students in other collegiate courses.  
*c* Under classical are included students in scientific course.  
*d* A. department of the University of South Carolina.  
*e* These are in philosophical course.  
*f* Partially endowed.  
*g* Total number of students classified; during the first two years of the course, students are not strictly classified.  
*h* Six only partially endowed.  
*i* These statistics are for the year 1883-84.  
*j* Curriculum consists of elective schools or departments.  
*k* Total for all departments.





TABLE IX. — *Statistics of universities and colleges for 1884-85, &c.* — Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Property, income, &c.							Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
1 Southern University.....	\$5150-200	\$11-14	2,500	1,000	500	1,000	\$70,000	\$5,000	\$0	\$7,000	\$0	\$0	June 16.
2 Howard College.....	80	24	8,000	1,000	500	2,000	50,000	0	0	0	0	0	June 9.
3 Spring Hill College <sup>b</sup> .....	90	24	6,000	3,000	300	2,000	250,000	300,000	24,000	1,500	0	0	June 22.
4 University of Alabama.....	25-40	3	600	300	300	100	10,000	7,500	750	1,500	0	1,250	June.
5 Arkansas College.....	16-50	24	300	75	300	300	4,000	0	0	1,500	0	0	June.
6 Cone Hill College <sup>a</sup> .....	(d)	2-34	2,433	100	280	300	200,000	130,000	10,400	1,600	13,000	0	June 12.
7 Arkansas Industrial University.....	45	24	500	100	200	500	80,000	0	0	1,600	0	0	June.
8 Little Rock University.....	8	24	500	100	450	500	15,000	0	0	16,000	0	0	June 27.
9 Philander Smith College.....	60-100	674	2,000	1,200	450	500	60,000	1,678,387	100,000	0	30,000	0	June 30.
10 College of St. Augustine.....	0	4-7	28,400	4,900	2,325	300	1,000,000	0	0	0	0	0	April 30.
11 University of California.....	40-50	4-43	3,000	2,000	500	500	100,000	30,000	2,400	3,000	0	0	May 31.
12 Pierce Christian College.....	50	5	1,000	2,000	150	600	50,000	0	0	0	0	0	June 24.
13 St. Vincent's College.....	45	5	10,000	500	500	2,500	0	0	0	0	0	0	May.
14 University of Southern California.....	60-100	5	10,000	500	500	1,245	113,000	40,000	4,000	12,000	0	0	June 3.
15 St. Mary's College <sup>a</sup> .....	48-60	5	1,535	500	500	1,000	50,000	0	0	0	0	0	August.
16 University of the Pacific.....	6350	5	10,000	700	20	1,000	40,000	20,000	3,000	3,000	0	0	May 20.
17 Santa Clara College.....	60	5	300	700	20	1,000	20,000	0	0	0	0	0	May 7.
18 Pacific Methodist College.....	50	4-5	3,000	1,000	1,200	3,000	75,000	*945,000	*3,000	0	0	0	June 2.
19 Hesperian College.....	76	4	3,000	1,000	1,200	3,000	20,000	0	0	0	0	0	June 2.
20 University of Colorado.....													

<sup>a</sup> For two years.<sup>b</sup> For those who have not beneficiary or normal appointments.<sup>c</sup> Includes incidentals.<sup>d</sup> \$30 to those who have not beneficiary or normal appointments.<sup>e</sup> Includes incidentals.<sup>f</sup> Incidentals fees; tuition is free to residents.<sup>g</sup> Also \$100,000 in unproductive lands.

\* From Report of the Commissioner of Education for 1882-84.

<sup>a</sup> Board and tuition.<sup>b</sup> Those statistics are for the year 1883-84.

TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	Date of next commencement.
			College library.										
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Colorado College.....	\$35	\$31-7	6,000	1,000	60	200	\$120,828	\$0		\$1,512			June 2.
University of Denver.....	100	5	800	100	50		100,000						June 17.
Trinity College *.....	100	5	25,000	7,000	3,000		900,000			9,000			June 25.
Wesleyan University *.....	75	65 1/2	233,000	25,000	2700		509,630	637,681	\$35,906	889			June 26.
Yale College.....	115	31-7	120,000			27,000		del 352,257	del 555,303	del 107,452		del 195,978	June 30.
Delaware College.....	26	3											June 16.
University of Florida.....	20, 30	4	1,500	300	900		60,000	83,000	4,080	830	\$700	0	June 9.
University of Georgia.....	20	2 1/2	20,000		800	6,000	15,000	45,700	2,000	700	3,000	16,300	July 21.
Atlanta University.....	9102	3	6,200	700	210	0	203,000	374,000	25,180	0	8,000		June 17.
Clark University.....	9	2	1,800		300		200,000	0	0	1,800	0		June 30.
Bowdoin College.....	0	2	461	100	20	0	2,500	0	0		0	0	June 17.
Mercer University.....	60	2 1/2	10,000	600	50	3,000	150,000	150,000	10,000				June 20.
Pio Nono College.....	48	2 1/2	600	500		1,500	50,000	100,000		7,000			June 23.
Emory College.....	36	3 1/2	500	500		1,500	50,000	7,000	400	3,000			June 10.
Hedding College.....	39	2 1/2-4 1/2	5,000	1,000	100	500	150,000	60,000	4,000	8,000	0	0	June 17.
Illinois Wesleyan University.....	39	23-4 1/2	2,000	500	100	500	100,000	0		20,000	0		June 23.
St. Viator's College.....	32		7,000	800		700	40,000	23,006	1,500	4,000	0	0	May 27.
Carthage College.....	40	2	12,500		75		213,700	0		9,221			June 30.
St. Ignatius College.....	40		7,274	0	139		350,000			6,000			June 9.
University of Chicago.....	41	3	7,000	500	250	300	50,000	50,000	3,000	4,000			June 25.
Purdue College.....	42	3 1/2-4	23,000	8,200	442	400	263,500	437,981	26,334	13,440	0	58,854	June 24.
Northwestern University.....	43	2 1/2-6	1,000	300	12	1,800	10,000	437,981	26,334	13,440	0	0	June 3.
Fewing College.....	44	30	1,000	100	200	200	10,000	2,300	200	1,838	0	0	June 10.
German-English College.....	45	1 1/2-3	800	100	200	200	10,000	2,300	200	1,838	0	0	June 10.
Knox College.....	25, 45	2 1/2-4 1/2	4,500	1,000	150	3,100	171,800	148,783	20,692	9,003			June 10.

	15-33	4	4,680	420	30	350	50,000	108,653	8,413	2,363	0	12,000	June 16,
47 Lombard University.....	20	3	1,200	250	50	0	6,500	0	0	450	0	0	June 6,
48 Irvington College <sup>b</sup> .....	36,45	2-5	4,900	200	51	3,000	125,000	125,000	9,000	5,000	0	0	June 4,
49 Lake Forest University.....	40	2-4	8,000	4,000	2,000	2,000	200,000	100,000	5,100	6,000	0	13,000	June 23,
50 McKendree College.....	42	3-4	3,000	1,000	1,000	1,000	65,000	65,000	5,000	2,700	0	0	June 10,
51 Lincoln University.....	10	3-4	2,000	1,000	1,000	1,000	60,000	110,000	8,800	7,200	0	0	June 17,
52 Monmouth College.....	40	2-4	*1,500	100	300	0	52,000	100,000	7,476	4,102	0	0	June 16,
53 Northwestern College.....	41	63-1	7,568	6,100	313	200	39,600	10,000	0	12,843	0	0	June 17,
54 Chadwick College.....	30	2	7,331	2,201	300	300	60,000	0	0	5,300	0	0	June 5,
55 St. Francis Solanus College <sup>a</sup> .....	24,30	2	8,000	500	30	30	32,000	32,000	1,050	3,600	0	0	June 30,
56 St. Joseph's Diocesan College.....	g150	2-3	8,000	500	30	30	32,000	32,000	1,050	3,600	0	0	June 3,
57 Augustana College.....	33	2-3	8,000	500	30	30	32,000	32,000	1,050	3,600	0	0	June 17,
58 University of Illinois.....	0	2-3	2,225	63,000	1,150	5,000	200,000	225,000	10,000	3,600	665,000	1,500	June 16,
59 Shurtleff College.....	30	3	21,000	500	1,300	5,000	100,000	100,000	6,000	4,000	0	0	June 9,
60 The Indiana University.....	7,10	2-4	4,200	500	200	1,000	40,000	30,000	0	0	0	0	June 30,
61 Wabash College <sup>b</sup> .....	21,24	2	10,000	65,000	300	3,000	205,000	230,000	0	0	0	0	June 17,
62 Concordia College.....	0	2-4	5,000	2,000	500	500	100,000	15,000	800	600	0	0	June 2,
63 Franklin College.....	24	3-4	1,100	500	50	50	20,000	150,000	10,335	4,335	0	0	June 18,
64 Hanover College.....	30	3-5	2,000	500	100	15	40,000	46,000	3,600	3,600	0	0	June 2,
65 Butler University.....	30	3-5	2,000	500	100	15	40,000	46,000	3,600	3,600	0	0	June 2,
66 Union Christian College.....	6	1-2	700	100	25	500	30,000	12,000	700	3,000	0	0	June 24,
67 Moore's Hill College.....	30	3	17,000	100	25	500	30,000	12,000	700	3,000	0	0	June 24,
68 University of Notre Dame <sup>a</sup> .....	g300	3	3,000	200	2,000	2,000	100,000	55,000	4,000	500	0	0	June 30,
69 Earlham College.....	65	3-85	3,000	219	20	2,000	20,000	15,000	1,350	500	0	10,000	June 8,
70 Ridgeway College.....	18	1-2	8,000	1,000	200	2,000	30,000	30,000	3,000	2,000	0	0	June 24,
71 St. Meinrad's College.....	g180	2-3	7,500	400	50	50	150,000	150,000	3,000	2,000	0	0	June 10,
72 Annapolis College.....	15-21	2-3	7,500	1,500	500	1,000	110,000	60,000	3,000	777	0	5,500	June 23,
73 Grissold College.....	40	3-4	4,000	500	50	1,000	60,000	60,000	3,000	5,000	0	0	June 30,
74 Norwegian Luther College.....	210,20	1-1	1,000	500	50	500	50,000	50,000	0	10,000	0	0	June 16,
75 Drake University.....	30	2-4	2,000	500	500	500	50,000	50,000	0	10,000	0	0	June 13,
76 University of Des Moines <sup>a</sup> .....	30	2	2,000	500	500	500	50,000	50,000	0	10,000	0	0	July 1,
77 St. Joseph's College.....	g197	2	2,000	500	500	500	50,000	50,000	0	10,000	0	0	June 10,
78 Parsons College <sup>a</sup> .....	38	2-4	4,000	2,000	150	500	75,000	10,000	2,600	4,300	0	0	June 10,
79 Upper Iowa University.....	27	2-3-4	9,000	1,000	500	500	100,000	15,000	1,027	3,088	0	0	June 9,
80 Iowa College.....	24-28	2-4	1,800	300	300	100	25,000	40,000	2,211	4,731	0	0	June 3,
81 Lenoir College.....	30	2-4	1,200	450	40	100	45,000	214,000	18,406	13,066	28,000	0	June 23,
82 Simpson University.....	24-30	1-4	17,000	2,000	275	275	15,000	20,000	1,600	1,000	0	0	June 10,
83 State University of Iowa.....	10-25	3-5	2,000	200	200	275	15,000	20,000	1,600	1,000	0	0	June 10,
84 German College.....	21	2-4	2,000	1,000	120	1,000	50,000	77,329	4,680	2,500	0	0	June 16,
85 Iowa Wesleyan University.....	36	2-4	2,000	1,000	120	1,000	50,000	77,329	4,680	2,500	0	0	June 16,

\* From Report of the Commissioner of Education for 1882-83.

<sup>a</sup> Includes value of library and furniture.

<sup>b</sup> Average charge.

<sup>c</sup> Estimated.

<sup>d</sup> This financial statement is for the year ending July 31, 1884.

<sup>e</sup> University, academic, and art school funds.

<sup>f</sup> Income of academic department alone from all sources other than tuition.

<sup>g</sup> Board and tuition.

<sup>h</sup> Total income from all sources.

<sup>i</sup> Includes value of library.

<sup>j</sup> These statistics are for the year 1883-84.

<sup>k</sup> See Table X, Part 1.

<sup>l</sup> Contingent and library fee, \$18.

<sup>m</sup> Includes special appropriation of \$13,000.

<sup>n</sup> To these not preparing for the ministry.

<sup>o</sup> Includes incidentals.

<sup>p</sup> In preparatory department; free in collegiate department.



TABLE IX.—Statistics of universities and colleges for 1884-'85, &amp;c.—Continued.

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Property, income, &c.							Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
91 Cornell College.....	\$23-36	\$21-31	6,800	1,000	500	1,500	\$168,000	\$80,000	\$4,000	\$13,000	\$0	.....	June 24.
92 Oskaloosa College.....	30	1	2,000	300	150	400	40,000	12,000	1,800	1,900	0	.....	June 17.
93 Penn College.....	34	2-3	1,850	100	50	400	36,000	0	0	3,700	0	\$0	June 23.
94 Central University of Iowa.....	12-15	13-31	2,500	6200	300	0	30,000	40,000	2,500	2,200	0	0	June.
95 Tabor College.....	22-30	21	5,330	600	300	1,000	7,500	30,000	2,500	2,037	0	0	June.
96 Western College.....	21	11-3	1,100	500	300	1,000	0	2,000	1,101	0	0	0	June.
97 St. Benedict's College.....	40	4	6,500	1,100	500	1,150	55,000	4,000	300	5,140	0	0	June.
98 Baker University.....	21	3-31	1,000	500	450	200	75,000	20,000	1,400	1,930	0	0	June 10.
99 College of Emporia.....	36	3	500	1,000	200	500	20,000	22,000	1,500	1,800	0	0	June 16.
100 Highland University.....	25-40	21-4	5,000	1,000	200	500	295,000	170,000	9,000	3,000	20,000	0	June 10.
101 University of Kansas.....	10	5	7,200	1,200	500	100	10,000	7,000	1,500	1,600	0	0	June 9.
102 Lane University.....	25	21	150	100	30	100	230,000	56,234	1,625	1,500	0	0	June 1.
103 Ottawa University.....	30	11-31	400	100	200	2,500	60,000	100,000	8,000	63,000	0	16,000	June 30.
104 St. Mary's College.....	30	21	8,000	500	200	400	150,000	100,000	8,000	4,000	0	0	June 10.
105 Washburn College.....	40	4	5,000	1,000	200	400	50,000	100,000	5,695	12,000	0	571	June 23.
106 St. Joseph's College.....	40	4	800	200	200	400	80,000	100,000	5,695	634	0	0	June 10.
107 Berea College.....	6-9	11-18	3,650	.....	200	400	40,000	123,000	27,000	0	0	0	June 17.
108 Ogden College.....	40	21-3	*150	.....	92	3,000	70,500	134,000	8,645	3,462	0	10,000	June 4.
109 Centre College.....	40	3-5	5,000	.....	92	3,000	70,500	134,000	8,645	3,462	0	0	June 4.
110 Emmeence College*.....	50	31	2,003	.....	.....	1,200	125,000	0	0	10,000	0	0	June 4.
111 Kentucky Military Institute*.....	100	5	4,000	1,500	100	2,500	50,000	135,000	6,000	3,000	0	0	June 10.
112 Georgetown College.....	50	21-4	8,000	2,500	100	2,500	130,000	205,083	15,003	1,970	0	0	June 10.
113 South Kentucky College.....	30-50	2-4	13,006	1,086	122	1,888	130,000	30,000	15,003	1,970	0	0	June 10.
114 Kentucky University.....	2	2-4	2,000	1,086	122	1,888	130,000	30,000	15,003	1,970	0	0	June 10.
115 Kentucky Wesleyan College.....	40	3-4	2,000	1,086	122	1,888	130,000	30,000	15,003	1,970	0	0	June 9.



TABLE IX.—*Statistics of universities and colleges for 1884-'85, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Aggregate amount of scholarship funds.	Receipts for the last year from State appropriation.	Receipts for the last year from tuition fees.	Income from productive funds.	Amount of productive funds.	Value of grounds, buildings, and apparatus.	46	47	48	49	50	51	Date of next commencement.
			College library.				Number of volumes in society libraries.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.													
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.	Number of volumes in society libraries.																			
1	40	41	42	43	44	45	46	47	48	49	50	51	52												
151 Albion College.....	\$0	\$21	4,643	12,500	7,246	698	\$100,000	\$170,000	\$11,480	\$86,266	\$40,500	.....	June 24.												
152 University of Michigan.....	648	4	56,500	.....	.....	.....	850,000	544,151	28,500	69,789	.....	.....	July 1.												
153 Battle Creek College.....	18	13	1,000	.....	25	48,531	48,531	.....	.....	2,017	.....	.....	.....												
154 Hillsdale College.....	.....	.....	8,000	400	70	150,006	140,000	10,000	10,000	29,000	0	\$100,000	June 17.												
155 Hope College.....	715	21-29	6,363	7,370	128	44,000	41,639	4,513	4,513	71,885	0	1,245	June 23.												
156 Kalamazoo College.....	.....	.....	3,419	1,083	69	800	100,070	64,000	4,120	1,802	0	1,000	June 16.												
157 Olivet College.....	15-21	2-3	12,000	15,000	630	1,000	133,000	106,366	7,729	4,957	0	.....	June 24.												
158 St. John's University.....	9180	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.												
159 Hamline University.....	30	23	3,509	300	500	0	100,000	90,000	4,431	3,635	.....	.....	June 10.												
160 Augsburg Seminary, Greek department.	.....	.....	(h)	.....	.....	.....	(h)	.....	.....	.....	.....	.....	June 7.												
161 University of Minnesota.....	75	4	20,000	10,000	989	.....	4250,000	600,000	30,000	895	23,000	.....	June 3.												
162 Carleton College.....	24	24	6,140	1,100	800	600	181,231	146,730	8,310	9,346	0	16,763	June 11.												
163 Mississippi College.....	30-60	2-3	2,000	300	320	3,000	50,000	6,000	736	3,936	0	0	June 22.												
164 Rust University.....	9	21	1,000	300	150	50	50,000	7,500	500	700	0	0	June 8.												
165 University of Mississippi.....	7123	3-5	*8,000	.....	.....	.....	373,000	544,061	32,643	7,230	0	.....	June 24.												
166 Southwest Baptist College.....	24, 30	3, 23	350	400	106	.....	40,000	.....	.....	6,000	.....	.....	May 23.												
167 Christian University.....	40	3, 33	.....	.....	.....	.....	50,000	.....	.....	.....	.....	.....	June 10.												
168 St. Vincent's College.....	40	g200	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 20.												
169 University of the State of Missouri.*	20	631	13,557	13,409	836	699	1,000,000	510,000	30,000	.....	5127,640	.....	June 4.												
170 Grand River College.....	36	23	700	.....	.....	.....	15,000	2,700	200	800	.....	.....	June 3.												
171 Central College.....	50	31	3,681	400	271	.....	90,000	110,000	8,000	4,500	.....	.....	June 9.												
172 Westminster College.....	20	23	3,000	.....	.....	2,000	25,000	80,000	5,000	2,200	.....	9,500	June 3.												
173 Pritchett School Institute.....	50	3	3,300	50	10	0	30,000	56,000	4,100	3,750	0	.....	June 2.												



	24-3	1,000	0	100	30,000	125,000	10,000	3,000	0	May 13.
174 La Grange College	40	4,000	0	100	55,000	125,000	10,000	3,000	0	June 10.
175 William Jewell College	20-40	500	200	100	10,000	0	0	3,750	0	June 16.
176 Marysville College	20-50	1,000	500	100	10,000	0	0	0	0	June 2.
177 Paynesville College	30-34	25,000	3,000	300	500,000	500,000	0	14,000	0	June 10.
178 St. Louis University	60	6,500	0	300	25,000	60,000	4,800	3,000	0	June 17.
179 Washington University	5-10	0	18,000	1,000	150,000	700	70	1,300	0	June 17.
180 Sedalia University*	30	17,000	300	0	12,000	35,000	2,436	5,383	0	June 17.
181 Drury College	30, 48	3,300	50	0	50,000	34,000	3,000	2,960	0	June 24.
182 Stewartville College	20-50	3,000	500	100	270,000	6,000	3,000	722	0	June 20.
183 Central Wesleyan College	22-36	2,500	42,000	160	5,000	50,000	3,000	41,000	0	June 9.
184 Donora College	2	357	0	2,500	200,000	11,000	11,000	0	0	June 4.
185 Nebraska Wesleyan University*	21-27	7,000	500	50	12,000	148,000	1,600	2,700	0	June 30.
186 University of Nebraska	0	1,200	728	0	32,000	18,000	0	0	0	June 17.
187 Nebraska College*	2 1/2	4,292	0	0	0	0	0	0	0	June 17.
188 Greighton College	0	4,292	0	0	0	0	0	0	0	June 17.
189 Methodist Episcopal College of Nebraska	0-58	0	0	0	0	0	0	0	0	June 17.
190 State University of Nevada	0	55,000	0	0	100,000	600,000	39,000	14,000	5,000	June.
191 Dartmouth College*	3	55,000	0	0	450,000	750,000	29,000	4,500	0	June 23.
192 St. Bonaventures College	60	10,000	8,000	900	17,000	1,388,000	71,500	16,410	0	June 17.
193 Rutgers College	75	65,000	0	0	0	125,642	7,191	3,910	0	June.
194 College of New Jersey*	75	0	0	0	0	0	0	0	0	June.
195 Alfred University	30	5,863	500	100	206,000	0	0	0	0	June 18.
196 St. Bonaventures College	200	2,000	2,000	1,000	160,000	200,000	9,879	6,500	0	June 17.
197 St. Stephen's College	0	2,000	0	250	275,900	325,000	0	6,507	0	June 23.
198 Wells College	7 1/2	3,000	0	11	219,173	0	0	87,598	672	June 17.
199 Brooklyn Collegiate and Polytechnic Institute.	6	3,000	200	0	160,000	0	0	30,000	0	June 23.
200 St. Francis College	60	0	0	0	0	0	0	0	0	June 24.
201 St. John's College*	40	12,000	0	1,000	93,125	49,808	3,118	949	0	June 20.
202 Canisius College	40	2,063	0	141	*200,000	277,027	14,677	8,223	0	June 23.
203 St. Lawrence University	30	25,000	5,000	0	0	30,000	0	3,000	29,000	July 1.
204 Hamilton College	75	0	0	0	0	24,000	1,229	13,500	0	June 17.
205 Elmira Female College*	200	0	0	0	0	0	0	0	0	June.
206 St. John's College*	60	14,028	820	456	0	280,297	16,894	60,653	0	June 17.
207 Hobart College*	3-4 1/2	18,000	135	135	196,600	319,021	20,396	4,248	0	June 25.
208 Madison University	42	*50,453	*15,095	*2,430	0	*3,587,081	*186,907	17,059	49,600	June 17.
209 Cornell University	2 1/2	2,500	500	100	*1,194,075	0	0	1,600	0	June 16.
210 Longman University	30	2,500	0	0	104,000	0	0	0	0	June 24.
211 College of St. Francis Xavier	62	22,009	1,085	1,085	280,000	0	0	0	0	June.
212 College of the City of New York.	150	22,424	30,000	13,889	81,975,151	64,644,282	8214,431	8127,629	0	June.
213 Columbia College.	150	68,378	0	0	0	0	0	0	0	June.

From Report of the Commissioner of Education for 1883-'84.  
*a* Estimated.  
*b* Includes special appropriation of \$100,000 for building purposes.  
*c* Includes incidental fees.  
*d* Average charge.  
*e* These statistics are for the year 1883-'84.  
*f* Exclusive of room rent.  
*g* Interest upon scholarships.  
*h* Incidental fees.  
*i* Board and tuition.  
*j* Includes other receipts from students.  
*k* These statistics, which are for the year ending Sept. 30, 1884, are for all departments of Columbia College, excepting its medical department.  
*l* Includes other receipts from students.  
*m* Value of grounds, buildings, and furniture.  
*n* Tuition is free to State students; to resident graduates and to students intending to complete the prescribed course in agriculture.  
*o* City appropriation.  
*p* These statistics, which are for the year ending Sept. 30, 1884, are for all departments of Columbia College, excepting its medical department.  
*q* Includes other receipts from students.



	St. Xavier College	University of Cincinnati	Adelbert College of Western Reserve University	Belmont College	Capital College	Ohio State University	Ohio Wesleyan University	Kenyon College	Denison College	Hiram College	Hopeland Normal College	National College	Marquette College	Mt. Union College*	Muskingum College	Oberlin College	San Grando College <sup>b</sup>	St. Vincent College <sup>c</sup>	Wittenberg College <sup>d</sup>	Fitchburg College	Urbana University	Offenburg University	Wilberforce University	Wilmington College	University of Wooster	Antioch College <sup>e</sup>	Corvallis College <sup>f</sup>	University of Oregon <sup>g</sup>	Pacific University and Tualatin Academy	McMinnville College	Christian College <sup>h</sup>	Philomath College	Willamette University	Western University of Pennsylvania	Maclaren College	Lebanon Valley College	St. Vincent's College	Geneva College	Dickinson College <sup>i</sup>	Pennsylvania Military Academy
239	60, 70	33	34	25, 40	2	13, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
240	70	15	34-5	25, 40	2	13, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
241	30	30	3	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
242	33	33	34	25, 40	2	13, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
243	25, 40	2	34-5	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
244	15	15	34-5	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
245	229	75	3-4	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
246	75	75	3-4	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
247	34	34	13-3	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
248	30	30	13-3	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
249	40	40	24-24	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
250	54	54	13-3	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
251	45	45	13-3	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
252	30	30	34	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
253	27, 33	27, 33	2-24	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
254	20	20	2-4	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
255	28	28	11	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
256	30	30	11	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
257	30	30	21-31	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
258	24	24	24-31	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
259	75	75	4-5	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
260	70	70	1, 65-24	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
261	141-204	141-204	11	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
262	39	39	11	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
263	30, 45	30, 45	24-31	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
264	37½	37½	1½	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
265	40	40	3-4	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
266	10, 15	10, 15	2½	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
267	40	40	2½	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33, 39	61	1, 200		
268	40	40	2½	12, 000	12, 000	1, 500	14, 500	20, 000	9, 000	93, 694	1, 500	5, 000	20, 130	7, 300	1, 000	600	18, 000	388	1, 000	2, 546	5, 000	1, 500	3, 025	1, 200	10, 000	1, 30	40	10, 15	40	15-30	50	60-80	40, 50	40	40	33,				



TABLE IX. — *Statistics of universities and colleges for 1884-'85, &c.—Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.			Property, income, &c.						Date of next commencement.	
			College library.			Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.			
			Number of volumes.	Number of pamphlets.	Increase in the last college year in books.								
I	40	41	42	43	44	45	46	47	48	49	50	51	52
Lafayette College.....	\$45	\$31	19,946	.....	178	4,463	\$600,000	\$288,053	\$14,929	\$7,872	\$0	.....	June 30.
Ursinus College*	40,48	31	10,000	.....	150	13,000	33,000	22,500	6,500	5,250	.....	.....	June 25.
Pennsylvania College.....	50	21	8,800	500	48	1,000	120,000	132,000	.....	.....	.....	\$20,000	June 24.
Thiel College.....	40	21	5,000	500	200	2,000	50,000	.....	.....	.....	.....	.....	June 17.
Grove City College.....	30	3	2,000	500	200	4,750	20,000	200,000	10,000	6,800	0	35,000	June 24.
Haverford College.....	4500	21	10,725	600	10	40,000	450,000	200,000	300	200,400	.....	.....	June 22.
Monmouth College.....	21,27	31	310	1,500	40	8,000	150,000	9,000	6,000	169	.....	.....	June 30.
Franklin and Marshall College.....	36	11-3	9,500	3,500	1,303	.....	125,850	220,000	10,654	20,301	.....	20,000	June 17.
University at Lewisburg.....	23	21	4,000	200	.....	500	35,000	.....	7,500	.....	.....	.....	June 23.
Lincoln University.....	258	21	8,500	3,200	.....	1,800	100,000	150,000	9,000	65,400	0	.....	June.
St. Francis College*	b175	4-37	12,500	2,500	.....	1,400	70,000	*120,000	*6,000	.....	.....	.....	June 24.
Allegheny College.....	240	11-41	1,600	1,000	250	2,000	80,000	0	0	.....	.....	.....	June 23.
Westminster College.....	24	3	1,600	500	.....	2,000	.....	.....	.....	.....	0	0	.....
La Salle College.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Pennsylvania*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Catholic College of the Holy Ghost	.....	.....	2,400	*170	*400	*1,200	100,000	609,306	663,671	7,000	.....	.....	June 13.
Lohigh University.....	0	4-41	43,267	6,246	5,705	2,000	900,000	2,000,000	150,000	0	.....	.....	June 24.
Swarthmore College.....	6450	.....	18,195	500	1,221	2,000	500,000	100,000	5,000	0	.....	.....	June 15.
Augustinian College of Villanova.	2550	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 30.
Washington and Jefferson College.	24	21-31	9,000	.....	500	4,300	125,000	210,000	13,330	0	.....	.....	June 23.
Brown University.....	100	21-5	62,764	17,000	6,476	.....	605,000	765,031	39,919	22,172	.....	146,897	June.
College of Charleston	40	5-10	8,000	.....	500	.....	37,000	249,400	10,000	600	12,500	35,400	.....
Allen University*	.....	11	.....	.....	.....	.....	8,000	.....	2,000	.....	.....	.....	June.

		0	2½	27,000	2,000	100	1,000	317,600	95,500	5,700	0	17,500	June 23.
302	South Carolina College. <sup>j</sup>	0	2½	27,000	2,000	100	1,000	317,600	95,500	5,700	0	17,500	June 23.
303	Erskine College	20	2½	21,500	500	300	5,000	40,000	75,000	2,800	0	0	June 30.
304	Furman University	50-80	2½-4	1,500	300	1,000	5,000	50,000	25,000	2,000	3,000	0	June 20.
305	Newberry College	50	2½	6,000	1,200	1,100	1,150	22,000	31,000	1,800	2,000	0	June 16.
306	Clarin University and South Carolina Agricultural College and Mechanics' Institute.	0	1½	1,400	500	15	5	50,000	0	2,500	0	25,000	June 2.
307	Wofford College	60	13-4	6,000	100	100	1,000	50,000	50,000	0	0	0	June 16.
308	Adger College	40	2½	150	100	350	350	5,000	20,000	2,000	7,000	0	May 27.
309	East Tennessee Wesleyan University.	15	2	2,250	500	200	1,100	45,000	3,000	0	0	0	June 10.
310	King College	15-25	2½	756	700	131	830	15,000	16,000	9,000	0	0	June 2.
311	Southwestern Presbyterian University.	50	3½-4	3,500	1,200	550	1,500	65,000	140,000	7,500	3,200	0	May.
312	Hiwassee College	25-40	2½-3	2,500	500	500	0	25,000	0	0	0	0	June 4.
313	Southwestern Baptist University.*	50	3½	3,500	500	275	2,000	50,000	65,000	3,000	0	0	June 9.
314	University of Tennessee; Tennessee Agricultural College.	40	2½	3,965	200	150	1,200	134,749	405,000	24,410	560	0	June 3.
315	Cumberland University	445	2-4	3,500	100	100	1,000	11,000	20,000	1,200	2,500	0	May 27.
316	Bethel College	14-50	2-2½	700	100	100	1,000	75,000	112,000	6,000	61,500	0	June 2.
317	Marville College	0	14-2½	*2,500	5,000	0	5,200	50,000	0	0	0	0	May 13.
318	Christian Brothers' College	32-72	6½	7,000	0	0	1,000	50,000	20,000	1,000	2,400	0	May 30.
319	Carson College*	30,40	2-2½	320	75	50	50	65,000	10,000	500	1,850	0	May 27.
320	Central Tennessee College	9	1½	1,650	450	250	50	250,000	10,000	600	1,815	750	May.
321	Fisk University	13½	3	3,000	300	500	0	80,000	0	0	0	0	June 16.
322	Roger Williams University	9	1½	3,000	300	500	0	500,000	800,000	55,000	11,920	0	May 14.
323	Vanderbilt University	50	3½-5	10,000	5,618	2,441	1,250	165,540	26,000	1,300	1,233	0	June 16.
324	University of the South	100	5	15,468	0	0	0	20,000	0	0	0	0	June 8.
325	Greenville College	15-20	2½-3	7,000	200	200	2,000	60,000	634,085	1125,552	0	0	June.
326	Burnside College and Tusculum College	15-24	4-5	3,516	300	2,340	0	60,000	0	0	0	0	June.
327	University of Texas	700	4	500	300	50	1,000	85,000	30,000	0	0	0	June.
328	St. Mary's University	40,50	3½-4	800	300	50	1,000	35,000	0	0	0	0	June.
329	Southwestern University	30-50	2½	2,500	200	10	200	0	0	0	0	0	June.
330	Baylor University	30-50	2½	2,500	200	10	200	0	0	0	0	0	June.
331	Mansfield Male and Female College.	30-60	2½	2,500	200	10	200	0	0	0	0	0	June.
332	Salado College*	18-45	3	350	225	50	0	12,000	0	0	3,000	0	May.
333	Austin College	43	3½	3,000	400	0	0	10,000	25,000	700	0	0	June 14.
334	Trinity University*	33	3½	67,230	0	0	0	0	0	0	0	0	June.
335	Marvin College	32	3-4	0	0	0	0	0	0	0	0	0	June.
336	University of Vermont and State Agricultural College.	45	2½-3½	21,000	0	0	0	2245,000	2248,750	214,130	24,358	0	June.

\* From Report of the Commissioner of Education for 1883-84.

a Average charge.

b Board and tuition.

c In 1884.

d Incidental fees.

e Estimated.

f For all departments of the university, including the hospital.

g Receipts of the department of arts and sciences.

h Includes Friends' Historical Library.

i From city.

j A department of the University of South Carolina.

k Annual appropriation of \$2,000 from the Slater fund and \$500 from the Peabody fund.

l Income from State funds.

m To residents.

n Total available fund on hand and received to June 1, 1885.

o Includes society library.

p Those statistics, which are for the year 1882, are the latest received from this institution.





362	College of Montana.....	50	6	150	200	150	100	50,000	2,000	2,500	2,000	June 15,
363	University of Deseret.....	40	4	3,023	472	120	.....	70,000	.....	6,455	.....	May 28,
364	University of Washington Terri- tory.....	44	2½	2,000	500	150	.....	100,000	.....	3,000	.....	May 28,
365	Whitman College.....	48	4-5	1,656	1,139	916	.....	36,000	8,425	800	0	June 4,

\* From Report of the Commissioner of Education for 1883-84.

*a* Includes value of library.

*b* Incidental fees.

*c* Board and tuition.

*d* These statistics are for the year 1883-84.

*e* From donations.

*f* Seventy-two sections of land, not yet in market.

*g* Appropriation for two years.

*h* Income from all sources other than tuition.

*i* Includes income from rent of property, \$4,955, and from students' room rent, \$936.

*j* Congressional appropriation.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
St. John's College of Arkansas.....	Little Rock, Ark.	Closed.
University of the Pacific.....	Santa Clara, Cal.	Post-office address is now San José.
Abingdon College.....	Abingdon, Ill.	These colleges "have united, and the consolidated school is running with great success at Eureka."
Eureka College.....	Eureka, Ill.	
Mt. Morris College.....	Mt. Morris, Ill.	Transferred to Table VI.
Illinois Industrial University.....	Urbana, Ill.	Name changed to University of Illinois.
St. John's College.....	Collegeville, Minn.	Name changed by act of the legislature of 1883 to St. John's University.
St. Joseph's College.....	Buffalo, N. Y.	Transferred to Table VI.
St. Louis College.....	New York, N. Y.	Information received early in the year 1885 to the effect that school was not held at Richmond College during the school year 1883-84, and no information has since been received for 1884-85.
Richmond College.....	Richmond, Ohio	Transferred to Table VII.
Mosheim Institute.....	Mosheim, Tenn.	Sold to the Texas Orphan Home and School.
Add Ran College.....	Thorpe's Spring, Tex.	Name changed to Pierre University.
Presbyterian University of Southern Dakota.....	East Pierre, Dak.	

TABLE IX.—*Universities and colleges from which no information has been received.*

Name.	Location.	Name.	Location.
Blackburn University.....	Cardinville, Ill.	College of the Christian Brothers.....	St. Louis, Mo.
St. Bonaventure's College.....	Toronto, Ont., Ind.	Seton Hall College.....	South Orange, N. J.
Cecilian College.....	Cecilian, Ky.	Franklin College.....	New Athens, Ohio.
Murray Male and Female Institute and West Kentucky Normal School.....	Murray, Ky.	Blue Mountain University.....	La Grange, Oreg.
Concord College.....	New Liberty, Ky.	St. Joseph's College.....	Philadelphia, Pa.
Baltimore City College.....	Baltimore, Md.	Winchester Normal.....	Winchester, Tenn.
Grand Traverse College.....	Beaumont, Mich.	Waco University.....	Waco, Tenn.
Lewis College.....	Glasgow, Mo.	West Virginia College.....	Flemington, W. Va.

TABLE X. — PART 1. — Statistics of schools of science (mining, engineering, agriculture, manual training, &amp;c.), endowed with the national land grant, for 1884-'85; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Scientific department.													
					Instructors.	Students.	Corps of instruction.	Students.												
								Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.	Second year.	Third year.	Fourth year.	Number in partial course.	Number of graduate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1 State Agricultural and Mechanical College.	Auburn, Ala.....	1872	1872	William Le Roy Brown, M. A., LL. D.	1	23	0	11	0	97	39	0	29	.....	24	.....	5	.....	23	0
2 Arkansas Industrial University.	Fayetteville, Ark. ....	1871	1871	Col. George M. Edgar.....	(a)	(a)	(a)	(a)	0	(a)	21	0	16	0	5	0	3	1	44	(a)
3 Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	Berkeley, Cal. ....	1868	1869	William T. Reid, A. M. ....	0	0	0	a31	a3	46	46	0	16	0	5	0	3	1	44	(a)
4 State Agricultural College.	Fort Collins, Colo. ....	1877	1879	Charles L. Ingersoll, M. S. ....	1	18	14	9	.....	43	14	15	4	3	1	0	1	5	18	3
5 Sheffield Scientific School of Yale College.	New Haven, Conn. ....	1701	1847	Rev. Noah Porter, D. D., LL. D.	0	0	0	(31)	.....	220	.....	.....	81	.....	70	.....	69	.....	10	20
6 Agricultural department of Delaware College.	Newark, Del. ....	1867	1870	William H. Purnell, A. M., LL. D.	0	0	0	(a)	0	(a)	.....	.....	.....	.....	.....	.....	.....	.....	(a)	0
7 State Agricultural College.	Lake City, Fla. ....	1883	1884	Ashley D. Hurt, A. M. ....	4	38	.....	5	.....	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	0
8 Georgia State College of Agriculture and Mechanic Arts.	Athens, Ga. ....	1872	1872	Rev. P. H. Nell, D. D., LL. D., (ex officio).	.....	.....	.....	8	.....	(a)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Southwest Georgia Agricultural College (University of Georgia).	Cuthbert, Ga. ....	1879	1879	Benj. T. Hunter, A. M. ....	1	29	.....	1	.....	90	29	.....	34	.....	27	.....	.....	.....	.....	.....
10 North Georgia Agricultural College (University of Georgia).*	Dalhousie, Ga. ....	1871	1873	Hon. David W. Lewis. ....	3	110	30	2	70	65	20	9	15	6	6	3	6	0	75	0
11 Middle Georgia Military and Agricultural College (University of Georgia).*	Milledgeville, Ga. ....	1879	1880	Rev. W. F. Cook, D. D. ....	7	156	188	4	.....	48	1	9	4	5	6	2	14	7	.....	1
12 South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).*	Thomasville, Ga. ....	1879	1879	L. S. Macswain, A. M. ....	1	100	.....	3	.....	128	114	.....	.....	.....	6	.....	8	.....	.....	.....

13	University of Illinois.....	1867	1868	Solin H. Peabody, Ph.D., LL.D., regent.	2	78	8	25	247	70	17	44	12	41	8	42	13	23	6
14	Purdue University *.....	1872	1874	James H. Smart, A.M., LL.D.	2	62	53	9	85	24	13	15	5	8	5	10	5	23	3
15	Iowa Agricultural College *.....	1869	1869	S. A. Knapp, LL.D.	.....	.....	.....	.....	231	79	11	58	8	29	14	26	6	13	3
16	Kansas State Agricultural College.....	1863	1863	George T. Fairchild, A.M.	.....	.....	.....	.....	394	199	72	43	28	24	12	11	5	2	5
17	Agricultural and Mechanical College of Kentucky *.....	1865	1865	James K. Patterson, Ph.D., F.R.H.S., F.S.A.	4	64	6	11	143	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Louisiana State University and Agricultural and Mechanical College *.....	1853	1860	Col. James W. Nichol-son, A.M.	5	53	.....	4	0	40	17	15	.....	8	.....	.....	0	1	1
19	Maine State College of Agriculture and the Mechanic Arts.....	1865	1868	M. C. Fernald, A.M., Ph.D.	.....	.....	.....	9	84	24	2	23	1	16	1	17	0	7	2
20	Maryland Agricultural College.....	1856	1859	Augustine J. Smith.	1	10	.....	5	0	35	.....	.....	.....	.....	.....	.....	2	1	1
21	United States Naval Academy.....	0	1845	Capt. Francis M. Ramsay, U.S.N., superintendent.	0	0	0	60	0	243	32	0	81	0	30	0	39	0	0
22	Massachusetts Agricultural College.....	1863	1867	James C. Greenough, M.A.	.....	.....	.....	10	3	98	31	24	.....	21	.....	12	0	9	9
23	Massachusetts Institute of Technology.....	1861	1865	Francis A. Walker, Ph.D., LL.D.	29	266	0	61	5	268	191	2	85	0	59	1	29	1	211
24	Michigan State Agricultural College.....	1855	1857	Edwin Whittis, M.A.	.....	.....	.....	0	0	15	.....	.....	.....	.....	.....	32	.....	19	7
25	College of Agriculture and Mechanic Arts, University of Minnesota.....	1868	1867	Cyrus Northrop, LL.D.	.....	.....	.....	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....	.....	(a)	(a)
26	Agricultural and Mechanical College of the State of Mississippi.....	1878	1880	Gen. Stephen D. Lee	6	234	0	13	.....	178	84	0	61	0	29	.....	13	.....	9
27	Alcorn Agricultural and Mechanical College.....	1871	1872	John H. Burns, M.A.	.....	133	15	5	.....	63	41	1	8	1	9	0	3	0	.....
28	Missouri Agricultural and Mechanical College, University of Missouri.....	1870	1870	Samuel S. Laws, A.M., M. D., LL.D., president; J. W. Sauthorn, B.S., dean.	0	0	0	12	0	6	3	.....	.....	.....	.....	.....	.....	.....	.....
29	Missouri School of Mines and Metallurgy, University of Missouri.....	1870	1871	Samuel S. Laws, A.M., M. D., LL.D., president; Chas. E. Walt, C.E., M. E., director.	1	35	17	4	0	20	8	.....	8	.....	4	.....	.....	.....	0
30	Industrial College of the University of Nebraska *.....	1869	1871	Irving J. Mannett, Ph.D., chancellor.	7	10	0	5	0	13	3	0	0	0	4	0	6	0	0
31	University of Nebraska *.....	1874	1874	George W. Nesmith, LL.D.	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	New Hampshire College of Agriculture and the Mechanic Arts *.....	1866	1866	Morrill Edwards, Ph.D., LL.D.	.....	.....	.....	26	0	50	14	15	.....	12	.....	9	.....	6	(a)
33	Rutgers Scientific School ( Rutgers College).....	1865	1865	Hon. Andrew Dickson White, LL.D., f	0	0	0	(a)	(a)	(a)	.....	.....	.....	.....	.....	.....	.....	(a)	(a)
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).....	1865	1865	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* From Report of the Commissioner of Education for 1883-'84.  
 a Reported with classical department (see Table IX).  
 b Engineering students only.  
 c These figures are for the School of Mechanic Arts, a subsidiary school under the control of the corporation of the institute, having a two years' course complete in itself.  
 f Since succeeded by Charles Kendall Adams, LL.D.



TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, &amp;c.) endowed with the national land grant, for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President.	Scientific department.															
					Preparatory department.		Corps of instruction.		Students.											
					Instructors.	Stu- dents.	Resident professors and instructors.	Non-resident profes- sors and lecturers.	Total number in reg- ular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.	
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
25	United States Military Academy.			Col. Wesley Merritt, Bvt. Maj. Gen., U. S. A., su- perintendent.				51	0	310	99	66		67		73				
26	Agricultural and Mechanical Col- lege, University of North Caro- lina.			Hon. Kemp P. Battle, LL. D.	0	0	0	(a)		(a)									(a)	(a)
27	Ohio State University	1870	1873	William H. Scott	688	65	20	0	89	34	3	31	0	11	0	10	0			(a)
28	State Agricultural College	1872	1872	B. L. Arnold, A. M.	25	15	5		108	18	2	9	0	8	1	4	1	9	2	
29	Pennsylvania State College	1854	1859	George W. Atherton, LL. D.	3	53	17	14	0	43										
30	Agricultural and scientific de- partment (Brown University).		1869	Rev. E. G. Robinson, D. D., LL. D.				(a)	(a)	(a)										
31	South Carolina College of Agri- culture and the Mechanic Arts (University of South Carolina).	1801	1855	John M. McBryde, LL. D.		(a)		(a)	(a)	(a)									(a)	(a)
32	Cladlin University and South Carolina Agricultural College and Mechanics Institute.	1869 1872	1870 1874	Rev. L. M. Dutton, A. M.	(a)	(a)	(a)	(a)	0	(a)								0	0	0
33	University of Tennessee, Tenn- see Agricultural College.	1807 1869	1808 1869	Rodes Massie, A. M., D. L., chairman of faculty.	a3	a64		a15		a152										a4
34	State Agricultural and Mechi- cal College of Texas.	1871	1876	H. H. Dinwiddie, char- man of faculty.		29	0	9	0	112	70	0	25	0	11	0			0	1
35	University of Vermont (and State Agricultural College).	1791 1865	1800 1865	Rev. Matthew Henry Buckham, D. D.	0	0	0	(a)	(a)	(a)									(a)	(a)
36	Virginia Agricultural and Me- chanical College.	1872	1872	Thomas N. Conrad, A. M.		25		9		99	58		24		12		5		8	12

47	Hampton Normal and Agricult- ural Institute.	Hampton, Va.....	1870	1868	Gen. Samuel C. Arm- strong, principal.	72	201	117	65	341	97	77	64	00	23	20	.....	0
48	Agricultural department of West Virginia University.	Morgantown, W. Va.	1867	1867	E. M. Turner, A. M.....	(a)	(a)	0	(a)	0	.....	.....	.....	.....	.....	.....	.....	0
49	College of Arts, University of Wisconsin.	Madison, Wis.....	1848	1849	Rev. John Bascom, D.D., LL. D.	.....	.....	.....	(a)	(a)	.....	.....	.....	.....	.....	.....	.....	(a)

40 E

*a* Reported with classical department (see Table IX).  
*b* These are scientific preparatory; for other preparatory students see  
 Table IX.  
*c* These statistics are for the year 1883-'84.  
*d* Of the University of South Carolina, of which the South Carolina Col-  
 lege of Agriculture and the Mechanic Arts is a department; this de-  
 partment was organized in 1880, after the university had been sus-  
 pended for several years.  
*e* Including Latin-scientific students.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, &amp;c.) endowed with the national land grant, for 1884-'85, &amp;c.—Continued.

Name.	Libraries.					Property, income, &c.											Date of next commencement.
	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.				Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 State Agricultural and Mechanical College.	0	.....	4	39	\$0	1,500	500	500	1,500	\$100,000	\$252,000	\$20,160	\$1,000	\$7,100	June 30.		
2 Arkansas Industrial University.	1,000	0	4	40	(c)	(d)	(d)	(d)	(d)	\$200,000	\$130,000	\$10,400	\$1,600	\$13,000	June 12.		
3 Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	0	0	4	40	0	(d)	(d)	(d)	(d)	(d)	(d)	0	0	(d)	June 30.		
4 State Agricultural College.	0	0	5	36	0	1,000	700	200	0	70,000	.....	0	0	21,000	June 10.		
5 Sheffield Scientific School of Yale College.	.....	.....	3	37	100,150	5,000	.....	.....	.....	\$200,000	.....	28,706	.....	.....	June 29.		
6 Agricultural department of Delaware College.	230	.....	4	40	60	.....	.....	.....	.....	(d)	(d)	(d)	(d)	.....	June 16.		
7 State Agricultural College.	108	0	4	36	0	50	85	.....	0	35,000	154,500	9,223	0	10,000	June 10.		
8 Georgia State College of Agriculture and Mechanic Arts.	.....	.....	.....	44	0	.....	.....	.....	.....	\$50,000	\$242,202	\$16,954	.....	.....	.....		
9 Southwest Georgia Agricultural College (University of Georgia).	0	20	4	33	\$10	1,000	200	30	750	*20,000	(l)	(l)	\$575	2,000	June 23.		
10 North Georgia Agricultural College (University of Georgia).*	.....	.....	6	42	0	3,000	.....	.....	.....	30,000	15,000	1350	0	\$10,000	June 10.		
11 Middle Georgia Military and Agricultural College (University of Georgia).*	.....	.....	.....	40	0	.....	.....	.....	.....	80,000	(l)	(l)	.....	\$4,000	July 2.		
12 South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).*	0	0	4	36	0	100	50	.....	.....	8,000	(l)	(l)	.....	.....	June 30.		
13 University of Illinois.	0	0	4	38	\$14	14,000	3,000	1,000	0	545,000	384,000	17,280	\$8,596	29,469	June 9.		
14 Purdue University.	0	0	4	38	0	2,730	404	.....	.....	300,000	340,000	17,000	\$1,508	20,000	June 9.		
15 Iowa Agricultural College.	0	0	4	37	0	6,000	0	.....	.....	400,000	637,807	42,000	0	2,500	Nov. 11.		
16 Kansas State Agricultural College.	.....	.....	4	37	0	5,760	1,500	686	.....	182,000	497,444	33,213	\$7,414	22,553	June 9.		
17 Agricultural and Mechanical College of Kentucky.*	400	0	4	38	20	0	.....	.....	300	100,000	165,000	9,900	1,900	16,500	June 3.		



	18	Louisiana State University and Agricultural and Mechanical College.*	0	5	4	40	0	\$217,000	\$23,500	0	\$50,000	\$238,313	\$214,556	0	\$210,000	July 4.
	19	Maine State College of Agriculture and the Mechanic Arts.	.....	.....	4	36	30	4,291	829	91	150,000	131,300	7,700	2,240	6,500	June 30.
	20	Maryland Agricultural College.....	0	.....	4	38	75	2,000	1,000	50	90,000	112,500	7,000	2,250	0	June 20.
	21	United States Naval Academy.....	0	0	4	32	0	25,976	809	0	955,214	0	0	0	0	June.
	22	Massachusetts Agricultural College.....	80	12	4	37	480	4,023	.....	1,000	602	246,353	11,821	.....	\$45,000	June 24.
	23	Massachusetts Institute of Technology.....	0	5	4	35	200	.....	.....	.....	700,000	399,000	19,448	117,500	45,915	June 1.
	24	Michigan State Agricultural College.....	0	0	4	36	0	7,400	1,305	834	343,950	283,344	27,296	0	35,103	August 18.
	25	College of Agriculture and Mechanic Arts (University of Minnesota).	.....	.....	.....	38	0	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	June 3.
	26	Agricultural and Mechanical College of the State of Mississippi.	.....	.....	4	33	(r)	2,336	.....	136	203,402	98,575	4,929	352	32,500	June 13-16.
	27	Albion Agricultural and Mechanical College.....	.....	.....	.....	39	20	1,353	206	252	50,000	113,575	5,679	.....	5,321	June 16.
	28	Missouri Agricultural and Mechanical College (University of Missouri).*	.....	.....	2	36	20	1,000	.....	.....	181,000	260,000	10,000	300	(d)	(d)
	29	Missouri School of Mines and Metallurgy (University of Missouri).	0	0	5	33	20	1,500	2,000	.....	(d)	79,000	3,500	.....	7,500	June 10.
	30	Industrial College of the University of Nebraska.*	.....	.....	4	36	0	(d)	.....	(d)	.....	.....	.....	.....	(d)	June 10.
	31	University of Nevada.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 25.
	32	New Hampshire College of Agriculture and the Mechanic Arts.*	12	22	33	38	30	1,500	500	.....	500	80,000	4,800	.....	2,000	(d)
	33	Rutgers Scientific School (Rutgers College).....	40	.....	2,4	33	775	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
	34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	d512	.....	4	36	775	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)	(d)
	35	United States Military Academy.....	d93	.....	4	.....	.....	29,609	2,421	474	.....	125,000	7,500	5,000	\$306,976	July 1.
	36	Agricultural and Mechanical College (University of North Carolina).	.....	.....	4	40	285	2,000	1,000	50	5,000	(d)	.....	.....	10,500	June 3.
	37	Ohio State University.....	0	0	4	37	15	5,000	1,000	2,000	0	600,000	537,841	32,270	5,139	June.
	38	State Agricultural College.....	60	.....	4-6	40	18-45	(3,000)	.....	.....	600	10,000	77,000	6,000	1,500	June.
	39	Pennsylvania State College.....	50	0	4	38	0	3,500	1,000	140	2,550	951,616	500,000	30,000	0	June 10.
	40	Agricultural and scientific department (Brown University).	(y)	.....	.....	.....	(y)	(d)	(d)	(d)	.....	(d)	(d)	(d)	(d)	(d)

From Report of the Commissioner of Education for 1883-84.

a Incidental fees.

b 600 beneficiary and 400 normal appointments from counties in the State.

c \$30 to those who have not beneficiary or normal appointments.

d Reported with classical department (see Table IX).

e The latest reported estimate on this point, being that for 1882-83.

f Exclusive of a large amount of funds received from the estate of the late Joseph E. Sheffield, which will not be fully available for several years to come.

g Income from all sources except tuition.

h Value of laboratory building and physical and chemical apparatus.

i Entire proceeds of the sale of land scrip, the income of which, \$16,954, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

j Entire income of public land scrip fund, which income is divided, as above stated, between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

k Incidental fees; tuition is free.

l See notes on these items given in above report of Georgia State College of Agriculture and the Mechanic Arts.

m Special appropriation for completion of building.

n Includes \$2,000 from the city.

o Two students appointed by each of 92 counties, under State law.

p Income from incidental fees, sales, rents, &c. q Also two years at sea.

r Free to State students.

s For repairs and building.

t Income from permanent fund.

u Tuition is free to State students, to resident graduates, and to students intending to complete the prescribed course in agriculture.

v Congressional appropriation.

w Except to those receiving scholarships.

x These statistics are for the year 1883-84.

y The income of \$50,000 which has accrued from the national grant is disbursed at the rate of \$100 a scholarship annually, to the extent of the entire annual income, and aids about thirty students each year.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, &amp;c.) endowed with the national land grant, for 1884-'85, &amp;c.—Continued.

Name.	Libraries.				Property, income, &c.											Date of next commencement.
	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.				Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		
						Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.							
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
41 South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina).	.....	a5	4	40	\$0	a27,000	a2,000	a100	a1000	a\$317,600	a\$95,500	a\$5,700	\$0	a\$17,500	June 23.	
42 Cladin University and South Carolina Agricultural College and Mechanics' Institute.	0	0	4	33	3	(b)	.....	.....	(b)	12,000	*95,750	5,800	0	.....	June 2.	
43 University of Tennessee (Tennessee Agricultural College).	(b363)	.....	4	40	c40	(b)	(b)	(b)	(b)	(b)	b405,000	b24,410	(b)	.....	June 9.	
44 State Agricultural and Mechanical College of Texas.	0	.....	3	39	0	1,200	500	30	200	250,000	209,000	14,280	0	20,000	June 1.	
45 University of Vermont and State Agricultural College.	.....	(b)	4	38	45	(b)	.....	.....	.....	(b)	(b)	28,130	(b)	.....	June.	
46 Virginia Agricultural and Mechanical College.	*200	.....	4	42	0	2,000	500	0	0	150,000	350,000	21,000	0	0	July 1.	
47 Hampton Normal and Agricultural Institute.	.....	659	3	40	e70	3,562	.....	562	0	400,000	f99,959	5,022	25,540	g10,329	May 20.	
48 Agricultural department of West Virginia University.	.....	.....	.....	40	0	(b)	.....	.....	.....	(b)	(b)	(b)	(b)	(b)	June 11.	
49 College of Arts, University of Wisconsin ..	.....	b10	4	38	0	(b)	.....	(b)	.....	(b)	(b)	(b)	(b)	(b)	June 23.	

\* From Report of the Commissioner of Education for 1883-'84.

a Free to State students.

b Agricultural funds only.

c Free to State students.

d Agricultural funds only.

e Cost of a scholarship.

f Does not include amount arising from sale of Congressional grant of land.

g Income from land grant.

h Also reported in Table IX.

i Reported with classical department (see Table IX).

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, agriculture, manual training, &amp;c.) not endowed with the national land grant, for 1884-'85; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.										Scientific department.									
					Instructors.			Students.		Corps of instruction.	Students.													
					Male.	Female.	Male.	Female.	Male.		Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				
A.—SCHOOLS OF MINING, ENGINEERING, AGRICULTURE, &C.																								
1 School of Practical Civil Mining, and Mechanical Engineering, Surveying and Drawing. Chaffey College of Agriculture (University of Southern California).	San Francisco, Cal.	1862		A. van der Naillen	2	26	8	(5)		48									20					
2 Department of Science (Colorado College).	Ontario, Cal.	1885		W. F. Wheeler																				
3 State School of Mines*.	Colorado Springs, Colo.			Geo. H. Parsons, secretary															15					
4 Storrs Agricultural School.	Golden, Colo.	1874		Regis Chauvenot				7	0	17	8	6	4		3		2		27	0				
5 Atlanta University a.	Mansfield, Conn.	1881		B. F. Koons, rpt. B., M. A., principal.				3	1	38	11		27							2				
6 Rose Polytechnic Institute*.	Atlanta, Ga.			Thomas N. Chase, acting president.																				
7 Technical department, St. John's College.	Torre Haute, Ind.	1874		Clarence A. Waldo, A. M., vice-president.				8		45	16		26		3									
8	Annapolis, Md.	1883		Wm. H. Hopkins, A. M., acting president.																				

\* From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of the State of Georgia, under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."



TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &amp;c.) not endowed, &amp;c.—Continued.

Preparatory department.				Scientific department.																
Students.			Corps of instruction.	Students.																
Male.	Female.	Total number in regular course.		First year.		Second year.		Third year.		Fourth year.		Number in partial course.		Number of graduates.						
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21					
President.				Date of organization.																
Date of charter.				Date of organization.																
Location.				Date of organization.																
Name.				Date of organization.																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
A.—SCHOOLS OF MINING, ENGINEERING, AGRICULTURE, ETC.—Continued.																				
9 Maryland Military and Naval Academy.	Oxford, Md.	1848	1848	Maj. Benedict J. Burgess, superintendent.																
10 College of Agriculture (Boston University). <sup>b</sup>	Boston, Mass.			James C. Greenough, A. M.				(12)		9									1	
11 School of All Sciences (Boston University). <sup>c</sup>	Boston, Mass.	1869	1874	Wm. F. Warren, s. t. d., LL. D.				(51)		101										
12 Lawrence Scientific School (Harvard University).	Cambridge, Mass.	1642	1848	Charles W. Eliot, LL. D., president; Henry L. Essis, A. M., dean.				(26)		15		5	3	2	5				13	
13 Bussey Institution (Harvard University).	Jamaica Plain, Mass.		1871	Francis H. Storer, s. d., A. M., dean.				(6)		6										
14 Worcester County Free Institute of Industrial Science.	Worcester, Mass.	1865	1868	Homer T. Fuller, A. M., Ph. D., principal.	0	0	0	12		142		32	43	37	30				2	
15 Department of Civil Engineering (University of Michigan).	Ann Arbor, Mich.			James B. Angell, LL. D.				(2)		(2)										
16 Polytechnic School of Washington University.	St. Louis, Mo.	1855	1857	Rev. Wm. G. Eliot, D. D., chancellor; C. M. Woodward, Ph. D., dean.	(e)	(e)	(e)	(5)		(5)										
17 Chandler Scientific Department of Dartmouth College.*	Hanover, N. H.		1852	Rev. Samuel C. Bartlett, D. D., LL. D.				11		63		20	22	18	8					

18	Trayer School of Civil Engineering (Dartmouth College).	Hanover, N. H.	1871	Rev. Samuel C. Bartlett, D. D., LL. D.	0	0	0	3	0	7	2	5	.....
19	Stevens Institute of Technology.	Hoboken, N. J.	1870 1871	Henry Morton, <i>pres.</i> D.	(g)	.....	(12)	.....	168	52	44	36	.....
20	John C. Green School of Science (College of New Jersey).	Princeton, N. J.	1746	Rev. James McCosh, D. D., LL. D.	.....	.....	24	0	80	30	24	14	6 0
21	Cooper Union Free Night Schools of Science and Art.	New York, N. Y.	1857	George W. Plympton, A. M., C. E., director.	.....	22	3	3, 281	.....	82	.....	.....	.....
22	Hebrew Technical Institute.	New York, N. Y.	1884	H. M. Leipsziger, principal.	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	School of Mines of Columbia College.	New York, N. Y.	1754	Frederick A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	29	1	227	71	0	70 0 54 0 32 0 0 4
24	Scientific Department, University of the City of New York.	New York, N. Y.	1830	Rev. John Hall, D. D., LL. D., chancellor.	.....	(h)	.....	.....	.....	(h)	.....	.....	0 0
25	School of Civil Engineering of Union College.	Schenectady, N. Y.	1795	Hon. Judson S. Landon, LL. D., president <i>ad interim</i> .	.....	10	2	(h)	.....	.....	.....	.....	.....
26	Rensselaer Polytechnic Institute.	Troy, N. Y.	1826	Hon. James Forsyth, LL. D.	.....	.....	(19)	.....	207	70	60	47	30 27
27	Industrial and Art School of the Cincinnati, Ohio.	Cincinnati, Ohio	1856	John B. Hatch, principal.	.....	.....	(15)	.....	361	.....	.....	.....	.....
28	Ohio Mechanics' Institute.	Cleveland, Ohio	1881	John N. Stockwell, <i>pres.</i> D.	.....	6	.....	.....	25	10	9	6	.....
29	Case School of Applied Science.	Altoona, Pa.	1882	Milton B. Goff, A. M., <i>pres.</i> D., chancellor.	.....	10	3	.....	22	7	8	2	5 3 2
30	School of Engineering and Chemistry (Western University of Pennsylvania).	Drifton, Pa.	1879	Oswald J. Heinrich, <i>pres.</i> D.	1	21	.....	1	54	.....	.....	.....	3
31	Industrial School for Miners and Mechanics.	Easton, Pa.	1826	Rev. James H. Mason, <i>pres.</i> D., LL. D.	0	0	423	42	124	47	31	24	22 12 14
32	Lafayette College.	Philadelphia, Pa.	1824	William P. Tatham.	.....	(31)	.....	.....	143	.....	.....	.....	.....
33	Franklin Institute.	Philadelphia, Pa.	1851	John Baird	.....	(31)	.....	.....	673	.....	.....	.....	.....
34	Spring Garden Institute.	Philadelphia, Pa.	1755	William Pepper, A. M., M. D., LL. D., provost.	.....	.....	.....	.....	201	1444	31	6	20 158
35	Towne Scientific School, University of Pennsylvania.	Philadelphia, Pa.	1855	Samuel Wagner	0	0	0	.....	0	1, 500*	.....	.....	.....
36	Wagner Free Institute of Science.	South Bethlehem, Pa.	1866	Robert A. Lamberton, LL. D.	0	0	426	41	235	118	60	36	21 13 (h)
37	Schools of Civil and Mechanical Engineering, Mining and Metallurgy (Lehigh University).	Swarthmore, Pa.	1869	Edward H. Magill, A. M.	.....	15	6	49	33	1	12	0	3 0 0 0 6 0

\*From Report of the Commissioner of Education for 1883-'84.

a Re-established September, 1885.

The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed, on entering the college, to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

reges of its alumni.  
 c A department for elective graduate study only.

*a* Included in the report of the department of literature, science, and the arts (see Table IX).

0/377 280007

The Manual Training School of Washington University (Division B of this Table), and Smith Academy (Table VII), are both preparatory to this school.

<sup>a</sup> See report of the undergraduate department of Washington University (Table 1 and Table 2).

IX), which includes the College and the Polytechnic School.

<sup>a</sup> See report of Stevens High School (Table VII).

*h* Reported with classical department (see Table IX).

*Six of these teach in classical department also.*

*i* Faculties of arts, of science, and of finance and economy.

✓ Includes students of the first two years.

Includes twenty students in the Wharton School of Finance and Economy.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &amp;c.) not endowed, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Corps of instruction.		Scientific department.											
					Instructors.	Students.		Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.	
						Male.	Female.				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
A.—SCHOOLS OF MINING, &c.—Cont.																					
38	Norwich University.....	1834	1834	Col. Charles H. Lewis, Lt. D.					(12)	51											
39	School of Civil and Military Engineering (Washington and Lee University).*	1782		Gen. G. W. C. Lee.....				3	0	65											
40	Virginia Military Institute*.....	1839	1839	Francis H. Smith, Lt. D....				8		143	56	42	25	20							
41	New Market Polytechnic Institute.*	1870	1870	Prof. Joseph Salyards, A. M.	3	12		3		37	12	12	10	3					0	0	
42	Scientific department, University of Virginia.	1819	1825	James F. Harrison, M. D., chairman of faculty.	0	0	0	8	0	(a)											
43	Agricultural College.....		1884	George Lilley, A. M., Ph. D.				6		240											
B.—MANUAL TRAINING SCHOOLS.																					
44	University of Denver Manual Training School.		1885	Prof. C. Wright, principal.																	
45	Chicago Manual Training School.	1883	1884	Henry H. Belfield, A. M., Ph. D., director.				7	0	143	77	0	63	0					4	0	
46	Manual Training School of Tulane University.			Charles A. Heath, instructor.																	
47	Baltimore Manual Training School.	1883	1883	Dr. Richard Grady, director.				4		114	38		76								



48	Mann Training School of Public High School.	Boston, Mass.....	1885						
49	Ardian's Training School (University of Minnesota).	Minneapolis, Minn.....							
50	Mississippi Industrial Institute and College.	Columbus, Miss..	1884	1885	Cyrus Northrop, LL. B.				
51	Mann Training School of Washington University.	Saint Louis, Mo..		1880	Richard W. Jones, M. A., LL. D.	(20)	287		22
52	Cleveland Manual Training School.	Cleveland, Ohio..	1885	1885	Calvin M. Woodward, Ph. D., director. Newton M. Anderson, principal.	12	219		
53	Scott Manual Training School (Toledo University).	Toledo, Ohio.....	1885	1885	Ralph H. Miller				
54	Manual Training School of the Philadelphia Public Schools.	Philadelphia, Pa..	1885						
55	Course in Manual Technology (Vanderbilt University).	Nashville, Tenn..	1884	1884	L. C. Garland, A. M., LL. D., chancellor.				
56	Miller Manual Labor School.	Crozet, Va.....	1874	1878	C. E. Vawter, superintendent.	10	c100 c28		

\*From Report of the Commissioner of Education for 1883-'84.

<sup>a</sup> Reported with classical department (see Table IX).

<sup>b</sup> These statistics are from a return made a few days after the opening of the school, October 22, 1885.

**c** Includes some primary and intermediate students.

TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.—Continued.

[illegible]

20	John C. Green School of Science (College of New Jersey)*	0	0	4	37	120	(a)			0				9,000	0	June 17.
21	Cooper Union Free Night Schools of Science and Art*			5	29		19,000	800								
22	Melrose Technical Institute			3	48	0	(a)	(a)						(a)	0	June 9, June 17.
23	School of Mines of Columbia College.	0		4	32	200	(a)	(a)		0	m550,000	(a)	(a)	44,125	0	
24	Scientific Department, University of the City of New York.	0	0		37	100	(a)	(a)		(a)		(a)	(a)	(a)	(a)	
25	School of Civil Engineering of Union College.			4	40	105-165	(a)				(a)	(a)	(a)			June 16.
26	Russelcher Polytechnic Institute.			4		200										
27	Industrial and Art School of the Ohio Mechanics Institute.			3			2,000									
28	Case School of Applied Science*		12	4	37	50					1,250,000					June, June 17.
29	School of Engineering and Chemistry (Western University of Pennsylvania).	0	0	4	40	50										
30	Industrial School for Miners and Mechanics.		54	0	43	0	500	(a)			k100	(a)	(a)	(a)	0	Sept. 2, June 30.
31	Pardee Scientific Department of Lafayette College.	0	0	4	37	45-75	(a)	(a)			100,000	40,000	2,500	(a)	0	
32	Ivanek Institute						25,000	10,000			(a)	(a)	(a)	7,151	(a)	
33	Spring Garden Institute			5	37	150, 200	13,000			0	m250,000	m12,000	(a)	0	0	June 24.
34	Towne Scientific School, University of Pennsylvania*						*18,500	(a)			(a)	(a)	(a)			
35	Wagner Free Institute of Science			4, 5	40	0	(a)	(a)			(a)	(a)	(a)			June 15.
36	Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).	0		4	40	200	(a)	(a)			*20,000	(a)	(a)			
37	Science department (Swarthmore College).	30	m12	4		45	*3,000									
38	Norwich University															
39	School of Civil and Military Engineering (Washington and Lee University)*															
40	Virginia Military Institute*	50		4	40	100	5,000	2,000	200	300	250,000	20,000	1,200	7,000	30,000	
41	New Market Polytechnic Institute*	0	0	4	36	12-45	240	0	8	0				1,000		May 29.
42	Scientific department, University of Virginia.	(g)	9	2-5		q100-200					25,000					
43	Agricultural College.															
44	University of Denver Manual Training School															
45	Chicago Manual Training School	0	0	3	40	60, 100	500			100	90,000	0	0	8,800	0	June.
46	Manual Training School of Indiana University										25,000					June 17.
47	Baltimore Manual Training School	109	3	40		750	131	44								

## B.—MANUAL TRAINING SCHOOLS.

\* From report of the Commissioner of Education for 1892-94.

a Reported with classical department (see Table IX).

b Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of \$8,000 from the legislature of the State of Georgia under an act entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

c The university is bound to receive, free of charge for tuition, one pupil for each member of the house of representatives.

d Free to residents of Vigo County, Indiana.

e An estimate of the original endowment of the school.

f The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed, on entering the college, to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumnus.

g A department for elective graduate study only.

h There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of \$150 each, for graduates of the State normal schools.

i Free to residents of Worcester County.

j For residents of Michigan; for non-residents, \$30.

k Value of apparatus.

l To residents of New Jersey; \$225 to others.

m Includes value of museums.

n Estimated.

o Includes value of collections.

p These are half scholarships.

q All State students over 16 years of age admitted free to academic schools and to the school of agriculture, zoology, and botany.

r To non-resident pupils.



TABLE X.—PART 2.—Statistics of schools and of collegiate departments of science (mining, engineering, &amp;c.) not endowed, &amp;c.—Continued.

Name.	22	23	24	25	26	Libraries.				Property, income, &c.					36				
						Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.			Value of grounds, buildings, and apparatus.		Amount of productive funds.	Income from productive funds.	Receipts for the last year from productive funds.	Receipts for the last year from State appropriations.
											Number of volumes.	Number of pamphlets.	Increase in the last school year in books.						
<b>1</b>						26	27	28	29	30	31	32	33	34	35				
<b>E.—MANUAL TRAINING SCHOOLS—Continued.</b>																			
48 Manual Training School of Public High School.....						\$0										June 30.			
49 Artisan's Training School (University of Minnesota).....						0					\$100,000				\$20,000	June.			
50 Mississippi Industrial Institute and College <sup>a</sup> .....			4			280					60,000	\$80,000			0				
51 Manual Training School of Washington University.....		50	3	40		40													
52 Cleveland Manual Training School.....			3	40															
53 Scott Manual Training School (Toledo University).....			4																
54 Manual Training School of the Philadelphia Public Schools.....			3																
55 Course in Manual Technology (Vanderbilt University).....			2		0		1,000												
56 Miller Manual Labor School.....												1,500,000	\$68,000						

<sup>a</sup> These statistics are from a return made a few days after the opening of the school, October 22, 1885.<sup>b</sup> Average charge.<sup>c</sup> Income from all sources.

TABLE XI.—Statistics of schools of theology for 1884-'85; from replies to inquiries by the United States Bureau of Education.

1	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9	0
1	Alabama Baptist Normal and Theological School.	Selma, Ala.	1881	1878	Baptist	Rev. E. M. Brawley.	08	0	0
2	Theological department of Talladega College*.	Talladega, Ala.	1869	1872	Congregational	Rev. Henry S. DeForest, D. D.	1	0	0
3	Institute for Training Colored Ministers*.	Tuscaloosa, Ala.	1869	1876	O. S. Frosh, So.	Rev. C. A. Stillman, D. D.	3	0	2
4	Pacific Theological Seminary.	Orland, Cal.	1869	1869	Congregational.	Rev. J. A. Benton, D. D., senior professor.	3	0	1
5	San Francisco Theological Seminary.	San Francisco, Cal.	1871	1871	Presbyterian	Rev. Thomas Fraser.	3	0	1
6	Hill School of Divinity (University of Denver)	Denver, Colo.	1871	(d)	Meth. Episcopal.	Rev. David H. Moore, A. M., D., chancellor of university.	4	0	0
7	Mathews Hall.	Denver, Colo.	1880	1872	Prot. Episcopal.	Rt. Rev. J. F. Spalding, D. D.	8	2	4
8	Hartford Theological Seminary.	Hartford, Conn.	1834	1833	Congregational.	Rev. William Thompson, D. D., dean.	15	2	0
9	Theological department of Yale College.	New Haven, Conn.	1701	1822	Congregational.	Rev. Noah Porter, D. D., LL. D.	1	2	0
10	Atlanta Baptist Seminary.	Atlanta, Ga.	1879	1870	Baptist	Rev. Samuel Graves, D. D.	4	2	2
11	Gannon School of Theology (Clark University).	Atlanta, Ga.	1883	1883	Meth. Epis. So.	Rev. Wilbur P. Thirkield, dean.	3	0	0
12	The Paine Institute.	Augusta, Ga.	1883	1884	Baptist	Rev. George Williams Walker.	3	0	0
13	Theological department of Mercer University.	Macon, Ga.	1855	1858	Roman Catholic.	Rev. A. Reinhold J. Battle, D. D., LL. D.	3	0	0
14	Theological department of St. Viator's College.	Chicago, Ill.	1855	1858	Congregational.	Rev. M. J. Marsile, c. s. v.	3	0	0
15	Chicago Theological Seminary.	Chicago, Ill.	1855	1858	Evan. Lutheran.	Rev. G. S. F. Savage, D. D., secretary.	9	0	c7
16	Chicago Theological Seminary of the Lutheran Church.	Chicago, Ill.	1882	1882	Evan. Lutheran.	Rev. L. M. Holman.	4	0	0
17	Presbyterian Theological Seminary of the North-west.	Chicago, Ill. (1060 N. Halsted st.).	1856	1859	Presbyterian	Rev. David C. Marquis, D. D., acting president.	6	4	0
18	Western Theological Seminary.	Chicago, Ill.	1883	(d)	Prot. Episcopal.	Rt. Rev. William Edward McLaren, D. D., D. C. L.	5	0	0
19	Bible department of Eureka College.	Eureka, Ill.	1855	1861	Christian	J. M. Allen, A. M., president of college.	2	0	0
20	Garrett Biblical Institute*.	Evansville, Ill.	1855	1856	Meth. Episcopal.	Rev. William X. Ninde, D. D.	7	0	0
21	Swedish Theological Seminary.	Evansville, Ill.	1870	1870	Meth. Episcopal.	Rev. Albert Ericson.	1	0	0
22	Theological department of German-English College.	Galena, Ill.	1881	1868	Ger. Meth. Epis.	Rev. Emil Uhl.	2	0	0

d Not fully organized at the date of the closing of this report.

e At Galesburg; removed to Evanston in 1882.

b Not yet organized.

c Partially endowed.

\* From Report of the Commissioner of Education for 1883-'84.

α For all departments.

TABLE XI.—*Statistics of schools of theology for 1884-'85, &c.*—Continued.

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
23 Theological department of Lombard University	Galesburg, Ill.	.....	1881	Universalist	Rev. N. White, ph. D.	6	1	.....
24 Theological department of McKendree College	Lebanon, Ill.	1834	.....	Meth. Episcopal	Rev. William F. Swabien, A. M., Ph. D.	1	0	.....
25 Warburg Seminary	Mendota, Ill.	1875	1853	Evangel. Lutheran	Rev. S. Fritschel, D. D.	4	.....	.....
26 Baptist Union Theological Seminary	Morgan Park, Ill.	.....	1864	Baptist	Rev. George W. Northrup, D. D., Ph. D.	.....	(13)	.....
27 Union Biblical Institute	Naperville, Ill.	.....	.....	Evangel. Association	Bishop J. J. Esber	3	.....	.....
28 Augustana Theological Seminary	Rock Island, Ill.	.....	1865	Lutheran	Rev. Turcy N. Hasselquist, D. D.	3	1	0
29 Concordia Seminary	Springfield, Ill.	.....	1879	Baptist	Prof. A. Graemer	3	4	.....
30 Theological department of Shurtleff College	Upper Alton, Ill.	.....	1835	Wes. Methodist	Rev. A. A. Kendrick, D. D.	3	.....	.....
31 Wheaton Theological Seminary	Wheaton, Ill.	.....	1880	Meth. Episcopal	Lemuel N. Stratton	3	2	0
32 School of Theology of DePaul University	Greenacres, Ind.	.....	1837	Christian	Rev. S. L. Bowman, A. M., S. T. D., dean.	5	.....	.....
33 Bureau department of Union Christian College	Moroni, Ind.	.....	1879	Roman Catholic	Rev. Elisha Mudge	8	2	4
34 St. Meinrad's Ecclesiastical Seminary*	St. Meinrad, Ind.	0	1860	Lutheran	Rt. Rev. Fintan Mundwiler, O. S. B., abbot.	10	0	0
35 Norwegian Augustana Seminary	Beloit, Iowa	.....	1874	Prot. Episcopal	Rev. David Lysnes, senior professor	1	1	3
36 Theological department of Griswold College*	Davenport, Iowa	.....	1859	Presbyterian	Rt. Rev. William Stevens Perry, D. D., LL. D.	3	.....	2
37 German Presbyterian Theological School of the Northwest,*	Dubuque, Iowa	.....	1871	German	Rev. Ambrose C. Smith, president	3	.....	.....
38 German College*	Mt. Pleasant, Iowa	.....	1873	German	Rev. William Balke, A. M.	3	.....	.....
39 Bible department of Oskaloosa College	Oskaloosa, Iowa	.....	1857	Christian	R. H. Johnson, A. M.	1	.....	.....
40 Danville Theological Seminary a	Danville, Ky.	.....	1854	Presbyterian	R. A. Johnstone, secretary	3	0	0
41 College of the Bible	Lexington, Ky.	.....	1865	Christian	Robert Graham, A. M.	3	0	0
42 Preston Park Theological Seminary*	Louisville, Ky.	.....	1870	Roman Catholic	Very Rev. George McCloskey	2	0	1
43 Southern Baptist Theological Seminary	Louisville, Ky.	.....	1876	Baptist	Rev. James P. Boyce, D. D., LL. D.	6	0	0
44 Theological department of State University	Louisville, Ky.	.....	1863	Baptist	Rev. William J. Simmons, D. D.	1	0	0
45 Gilbert Haven School of Theology (New Orleans University).	New Orleans, La.	.....	1873	Meth. Episcopal	Almon F. Hoyt, acting president	2	6	0
46 Theological department of Leland University	New Orleans, La.	.....	.....	Baptist	Rev. H. R. Traver, A. M.	3	.....	.....
47 Theological department of Straight University*	New Orleans, La.	.....	1869	Congregational	Rev. Walter S. Alexander, D. D.	1	.....	0
48 Bangor Theological Seminary*	Bangor, Me.	.....	1814	Congregational	Rev. Levi L. Paine, D. D.	1	.....	4
49 Bates College Theological School	Lewiston, Me.	.....	1870	Free Baptist	Rev. O. B. Cheney, D. D.	4	0	.....



50	Centenary Biblical Institute.	1867	1872	Meth. Episcopal	Rev. W. Maslin Fryshager, D. D.	6	1
51	Theological Seminary of St. Sulpice and St. Mary's University.	1860	1791	Roman Catholic.	Very Rev. A. Magnien, S. S., D. D.	8	
52	Mc. St. Mary's Ecclesiastical Seminary.	1828	1808	Roman Catholic.	Rev. Edward P. Allen, A. M.	8	
53	Scholarship of the Congregation of the Most Holy Redeemer, Mt. St. Clement.		1808	Roman Catholic.	Rev. George Kihland, C. S. B.	6	0
54	Westminster Theological Seminary.	1884	1822	Methodist Prot.	Rev. Thomas H. Lewis, D. D.	5	7
55	Andover Theological Seminary.	1867	1808	Congregational	Rev. Egbert C. Smyth, D. D.	3	9
56	Boston University School of Theology.	1869	1847	Meth. Episcopal	William F. Warren, S. T. D., LL. D.	12	0
57	Divinity School of Harvard University.	1850	1819	Non-sect.	C. V. Eliot, D. D., president; Rev. C. C. Everett, D. D., dean.	8	6
58	Episcopal Theological School.	1867	1867	Prot. Episcopal.	Rev. George Zabriske Gray, D. D., dean	6	
59	Tufts College Divinity School.	1852	1860	Universalist	Rev. E. H. Capen, D. D.	5	1
60	Newton Theological Institution.	1826	1825	Baptist	Rev. Alvah Hovey, D. D., LL. D.	1	1
61	New Church Theological School.	1865	1865	New Church.	Rev. John Worcester.	5	
62	School of Theology (Adrian College).	1859	1873	Methodist Prot.	Rev. G. B. McElroy, D. D., Ph. D., dean.	4	1
63	Theological department of Hillsdale College.	1855	1873	Free Baptist.	Rev. Ransom Dunn, D. D.	4	0
64	Theological department of Hope College.	1867	1867	Reformed C. A.	Rev. Charles Scott, D. D., president of Hope College.	3	2
65	St. John's University (ecclesiastical course) d.	e 1857	e 1857	Roman Catholic.	It. Rev. Alexis Edelbrock, O. S. B.	3	
66	Seabury Divinity School.	1860	1860	Prot. Episcopal	It. Rev. Henry B. Whipple, D. D.	6	
67	Augsburg Seminary.	1874	1869	Lutheran	Prof. Georg Stordrup.	2	
68	Red Wing Norwegian Evangelical Lutheran Seminary.	1879	1879	Lutheran	A. Weenasa.	4	
69	Jackson College.			Baptist.	Rev. C. Ayer.	f 5	
70	St. Vincent's College and Theological Seminary.	1843	1844	Roman Catholic.	Rev. P. McHale, C. M.	11	
71	Jordan Vardaman School of Theology in William Jewell College.	1849	1868	Baptist	Rev. W. E. Rothwell, A. M., D. D.	1	
72	Evangelical Theological Seminary.	1850	1850	Ger. Ev. Synod.	Rev. Louis Hoebele.	3	0
73	Concordia College (Seminary).	1853	1839	Ev. Lutheran	Rev. C. F. W. Wathier, D. D.	6	
74	Theological department of Central Wesleyan College.	1864	1864	Meth. Episcopal	Rev. H. A. Koell, D. D.	g 2	0
75	German Congregational Theological Seminary.	1882	1873	Congregational.	Rev. William Sless, chairman.	3	0
76	Theological Institute.			Congregational.	Alfred L. Riggs, principal.	4	0
77	German Theological School of Newark, N. J.	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D.	3	0
78	Drew Theological Seminary.	1867	1867	Meth. Episcopal	Rev. Henry A. Buttz, D. D.	5	7
79	Theological Seminary of the Reformed (Dutch) Church in America.	0	1785	Reformed Dutch	Rev. Samuel M. Woodbridge, D. D., LL. D., dean.	5	1
80	Theological Seminary of the Presbyterian Church.	1822	1812	Presbyterian	Rev. Wm. Henry Green, D. D., LL. D., senior professor.	9	1
81	Diocesan Seminary of the Immaculate Conception.	0	1856	Roman Catholic.	Very Rev. William P. Salt, A. M., di-rector.	4	1
82	St. Bonaventure's Seminary.	1875	1859	Roman Catholic.	Very Rev. Fr. Theop. Pospisilik, O. S. F.	8	

\* From Report of the Commissioner of Education for 1883-84.  
 a This report is for the year ending April 16, 1884, at which time the seminary was in a state of partial suspension.  
 b Partially endowed.  
 c This department, which was suspended in 1877, was reopened in December, 1891, and was made the Western Seminary of the Reformed Church in America in June, 1895.  
 d For 1883-84.  
 e As St. John's Seminary; became St. John's University in 1883.  
 f In connection with normal school.  
 g Assisted by college professors.

TABLE XI.—*Statistics of schools of theology for 1884-'85, &c.—Continued.*

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
83	Auburn Theological Seminary.....	Auburn, N. Y.....	1820	1821	Presbyterian ...	Rev. Samuel M. Hopkins, D. D., senior professor.	6	.....	5
84	Canton Theological School.....	Canton, N. Y.....	.....	1858	Universalist, ...	Rev. Isaac Morgan Atwood, D. D.....	3	1	3
85	Hamilton Theological Seminary.....	Hamilton, N. Y.....	.....	1820	Baptist.....	Rev. Ebenezer Dodge, D. D., LL. D.....	5	.....	1
86	Hartwick Seminary, theological department.....	Hartwick Seminary, N. Y.....	1816	1815	Lutheran.....	Rev. James Pitcher, A. M., principal.....	3	1	1
87	General Theological Seminary of the Protestant Episcopal Church.....	New York, N. Y.....	1822	1820	Prot. Episcopal.	Rev. Eugene Aug. Hoffman, D. D., dean.....	6	6	4
88	Union Theological Seminary*.....	New York, N. Y. (1200 Park ave.).....	1859	1836	Presbyterian ...	Rev. R. D. Hitchcock, D. D., LL. D.....	7	.....	6
89	Rochester Theological Seminary.....	Rochester, N. Y.....	1850	1851	Baptist.....	Rev. A. H. Strong, D. D.....	10	.....	5
90	Christian Biblical Institute*.....	Standfordville, N. Y.....	1870	1870	Christian.....	Rev. J. B. Weston, A. M., D. D.....	3	4	.....
91	Seminary of Our Lady of Angels.....	Suspension Bridge, N. Y.....	1883	1858	Roman Catholic.....	Very Rev. P. V. Kavanaugh, C. M.....	6	.....	.....
92	St. Joseph's Provincial Seminary.....	Troy, N. Y.....	.....	1863	Roman Catholic.....	Very Rev. H. Gabriels, D. D.....	7	.....	.....
93	Theological department of Middle University.....	Charlotte, N. C.....	1877	1863	Presbyterian ...	Rev. William A. Holliday, D. D.....	2	.....	.....
94	Theological department of Concordia College.....	Conover, N. C.....	1881	1876	Lutheran.....	Rev. Polycarp Cyprian Henkel, D. D.....	3	1	1
95	Theological department of St. Augustine's Normal School.....	Raleigh, N. C.....	1867	1868	Prot. Episcopal.	Rev. Robert E. Sutton, D. D., principal.....	2	.....	.....
96	Theological department of Shaw University.....	Raleigh, N. C.....	1874	1865	Baptist.....	Rev. H. M. Tupper, A. M.....	.....	.....	.....
97	Theological department of Zion Wesley College.....	Salisbury, N. C.....	.....	.....	Af. Meth. Epis. Zion.	Rev. Joseph C. Price, A. M.....	4	.....	.....
98	Theological department of Trinity College*.....	Trinity, N. C.....	1852	1852	Meth. Epis. So.....	Rev. Marquis L. Wood, D. D.....	1	.....	.....
99	Theological department of German Wallace College.....	Ebere, Ohio.....	1864	1864	Meth. Episcopal	Rev. William Nast, D. D.....	2	1	0
100	St. Charles Borromeo Theological Seminary.....	Carthage, Ohio.....	.....	1864	Roman Catholic.....	Rev. Theopistus Wittmer, c. rp. s., di-rector.	219	.....	.....
101	Lane Theological Seminary.....	Cincinnati, Ohio.....	1829	1832	Presbyterian ...	Rev. John De Witt, D. D., chairman of faculty.	6	0	5
102	St. Mary's Theological Seminary*.....	Cleveland, Ohio.....	.....	1849	Roman Catholic.....	Rev. N. A. Moes.....	4	0	0
103	German Lutheran Seminary.....	Columbus, Ohio.....	1830	1830	Ev. Lutheran.....	Rev. M. Loy.....	3	0	0
104	Union Biblical Seminary.....	Dayton, Ohio.....	1871	1871	U. B. in Christ.	Rev. George A. Funkhouser, D. D.....	4	.....	.....

105	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gammon, Ohio	1824	1825	Prot. Episcopal.	Rt. Rev. Gregory T. Betelle, D. D., president <i>ex officio</i> .	5
106	Western Seminary of Theology (Oberlin College).	Oberlin, Ohio	1834	1835	Congregational.	Rev. James H. Fairchild, D. D.	6
107	Heidelberg Seminary	Springfield, Ohio	1845	1815	Ev. Lutheran	Rev. S. A. Ott, D. D.	1
108	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1851	Reformed	Rev. J. H. Good, D. D.	2
109	Theological department of Urbana University*	Urbana, Ohio	1850	1859	New Church.	Rev. Frank Stowell, A. M.	3
110	Theological Seminary of Wilberforce University*	Wilberforce, Ohio	1863	1853	AF. Meth. Epis.	Rev. Samuel T. Mitchell, A. M.	3
111	United Presbyterian Theological Seminary of Xenia.	Xenia, Ohio	1877	1794	United Presb.	Rev. James Harper, D. D.	4
112	Theological Seminary of the Reformed Presbyterian Church.	Allegheny City, Pa.	0	1856	Ref. Presb.	D. B. Willson, professor	3
113	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa.	1868	1825	United Presb.	Rev. David R. Kerr, D. D., LL. D.	4
114	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	1841	1827	Presbyterian	William Lakewell, president board trustees.	7
115	Theological course in St. Vincent's College.	Bethlehem, Pa.	1863	1867	Roman Catholic	Rt. Rev. Benigno Whinner, O. S. B.	8
116	Moravian Theological Seminary	Freeland, Pa. (P. O., Col. legaville).	1863	1870	Moravian	Rev. Edmund de Schweinitz, S. T. D.	1
117	Theological department of Ursinus College*	Gottysburg, Pa.	1828	1836	Ref. German	Rev. J. H. A. Bomberger, D. D.	3
118	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Lancaster, Pa.	1831	1825	Reformed	Rev. M. Valentine, D. D.	3
119	Theological Seminary of the Reformed Church in the United States.	Lincoln University, Pa.	1871	1871	Presbyterian	Rev. Isaac N. Randall, D. D.	3
120	Theological department of Lincoln University*	Meadville, Pa.	1846	1814	Unitarian	Rev. Abiel Abbot Livermore, A. M.	5
121	Moodyville Theological School	Overbrook, Pa.	1858	1852	Roman Catholic	Very Rev. William Keenan, S. T. D., rector.	5
122	Philadelphia Theological Seminary of St. Charles	Philadelphia, Pa.	1863	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5
123	Duinity School of the Protestant Episcopal Church in Philadelphia.*	Philadelphia, Pa. (212 and 214 Franklin st.).	1853	1864	Ev. Lutheran	Rev. C. W. Schaeffer, D. D., chairman.	6
124	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Sollersgrove, Pa.	1853	1859	Ev. Lutheran	Rev. Peter Born, D. D., superintendent	2
125	Missionary Institute	Upland, Pa.	1858	1859	Baptist	Henry G. Weston	6
126	The Crozer Theological Seminary	Villanova, Pa.	1858	1842	Roman Catholic	Rev. Thomas C. Middleton, D. D., O. S. A., prefect of studies.	2
127	Ecclesiastical department of Villanova Monastery and College.	Columbia, S. C.	1870	1870	Baptist	Rev. C. E. Becker, A. M.	5
128	Benedict Institute	Columbia, S. C.	1881	1881	AF. Meth. Epis.	Rev. G. E. Waters, D. D.	6
129	Theological department of Allen University*	Columbia, S. C.	1832	1829	Presbyterian	Rev. C. R. Hemphill, senior professor.	2
130	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.*	Duo West, S. C.	1844	1840	Asso. Ref. Synod	Rev. James Boyce, D. D.	4
131	Associate Reformed Theological Seminary	Newberry, S. C.	1844	1840	Ev. Lutheran	Rev. G. W. Holland, A. M., LL. D.	2
132	Theological Seminary of the South (Newberry College).	Orangeburg, S. C.	1842	1853	Meth. Episcopal	Rev. L. M. Duntton, A. M., president of university.	3
133	Baker Theological Institute (Clafin University)*.	Lebanon, Tenn.	1842	1869	Cumb. Presb.	Rev. N. M. Green, LL. D., chancellor.	3
134	Theological School of Cumberland University.	Nashville, Tenn.	0	1869	Congregational	Rev. E. M. Cravath, A. A.	1
135	Theological course in Fisk University.	Nashville, Tenn.	0	1869	Congregational	Rev. E. M. Cravath, A. A.	3

\* From Report of the Commissioner of Education 1882-84.

a Recaptured in 1882, after having been closed several years.

b Partially endowed.

c From the catalogue for 1882-84.

*Reopened in 1882, after having been closed several years.*

— 07.

an  $\mathbb{R}$ -homomorphism  $\alpha$  from  $\mathcal{A}$  to  $\mathcal{B}$  is called a *derivation* if

—TAM—



TABLE XI.—*Statistics of schools of theology for 1884-'85, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9
136 Theological department of Central Tennessee College.	Nashville, Tenn .....	1866	1868	Meth. Episcopal	Rev. John Braden, D. D. ....	1	2	0
137 Theological department of Roger Williams University.	Nashville, Tenn .....	1883	1885	Baptist .....	Rev. D. W. Phillips, D. D. ....	2	.....	0
138 Theological department of Vanderbilt University.	Nashville, Tenn .....	1872	1875	Meth. Epis. So. ....	Landon C. Garland, A. M., LL. D., chancellor.	5	1	4
139 Theological department, University of the South.	Sewanee, Tenn .....	1856	1876	Prot. Episcopal .	Rev. Telfair Hodgson, D. D., vice-chancellor.	3	3	.....
140 Theological department of Baylor University*....	Independence, Tex .....	1845	1866	Baptist .....	Rev. William Carey Crane, D. D., LL. D.	2	10	.....
141 Theological department of Bishop College.	Marshall, Tex .....	1885	1881	Baptist .....	Rev. S. W. Culver, A. M. ....	6	.....	.....
142 Union Theological Seminary .....	Hamptden Sidney College, Va. ....	1867	1824	Presbyterian ..	Rev. E. M. Smith, D. D., LL. D., librarian.	5	0	5
143 Richmond Institute .....	Richmond, Va .....	1876	1867	Baptist .....	Rev. Charles H. Corey, A. M., D. D.	5	.....	2
144 Protestant Episcopal Theological Seminary of Virginia.	Theological Seminary, Va. ....	1854	1823	Prot. Episcopal.	Rev. Joseph Packard, D. D., dean.	6	1	.....
145 Mission House .....	Franklin, Wis .....	1868	1862	Reformed .....	Rev. H. A. Muehlmeier, D. D. ....	3	1	0
146 Luther Seminary .....	Madison, Wis .....	1876	1876	Ev. Lutheran ..	Rev. F. A. Schmidt .....	3	.....	.....
147 Lutheran Theological Seminary of the Synod of Wisconsin.	Milwaukee, Wis .....	1867	1878	Ev. Lutheran ..	Rev. Ad. Hoecke .....	1	2	0
148 Nashville House* .....	Nashotah, Wis .....	1847	1845	Prot. Episcopal.	Rev. Arad D. Cole, D. D. ....	4	3	1
149 Seminary of St. Francis of Sales* ..	St. Francis, Wis .....	.....	1856	Roman Catholic.	Very Rev. A. Zeiminger .....	12	.....	.....
150 Theological department of Howard University ..	Washington, D. C .....	1867	.....	Non-sectarian ..	Rev. William W. Patton, D. D., LL. D.	4	0	1
151 Wayland Seminary .....	Washington, D. C .....	.....	1865	Baptist .....	Rev. G. M. P. King, A. M. ....	2	.....	.....
152 Theological department of Indian University ..	Muskegoe, Ind. T. ....	.....	.....	Baptist .....	A. C. Bacon, A. M. ....	.....	.....	.....

\* From Report of the Commissioner of Education for 1882-'84.

TABLE XI.—Statistics of schools of theology for 1884-'85, &c.—Continued.

Name.	Students.				Number of years in full course	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama Baptist Normal and Theological School.	148	0		3	3	36	800			\$15,000	\$6,000	\$300	June 18.
Theological department of Talladega College*.	10	0		3	4	42	1,000	200	100	5,000	2,000	24,508	June 20.
Institute for Training Colored Ministers*.	30	0	0	3	3	56	4,000	500	200	75,000	58,000	3,500	May 13.
Pacific Theological Seminary.	4	0	3	1	3	40	16,000	5,000	7,000	24,000	67,060	2,400	April 27.
San Francisco Theological Seminary.	4	0	3	1	3	40	16,000	5,000	7,000	24,000	67,060	2,400	April 27.
Hill School of Divinity (University of Denver).	2	2	0	15	3	40	5,100	200	75	18,000	670,000		May, 2d Thurs- day.
Matthews Hall.	52	0	48	14	3	36	42,000	5,000	2,580				May, 2d Thurs- day.
Hartford Theological Seminary.													May, 2d Thurs- day.
Theological department of Yale College.	96	11	90		3	35	3,000				365,608		May, 27.
Atlanta Baptist Seminary.	137	0	0	8	4	33	1,008		150	20,000	0	0	June 9.
Gannon School of Theology (Clark University).	32		4		3	36	2,500	400	900	30,000	40,000	2,300	June 9.
The Payne Institute.	146	0	0	0	4	36	100	0	19		0	0	June 9.
Theological department of Mercer University.	3												June, 1st Wednesday.
Theological department of St. Viator's College.	26												April 21.
Chicago Theological Seminary.	63	2	20	14	3	32	7,500		651	127,000	327,893	29,641	April 25.
Chicago Theological Seminary of the Lutheran Church.	7			4	4	30				3,000			April 2.
Presbyterian Theological Seminary of the Northwest.	90		75	13	3	30	15,000			500,000	350,000	25,000	June 17.
Western Theological Seminary.					3	40	2,000			125,000	110,000	5,500	May.
Bible department of Eureka College.	41				3	39				450,000	6400,000	25,000	
Garrett Biblical Institute*.	76		24	10	3	34	3,000						

<sup>a</sup> Amount received from collections in churches.

<sup>b</sup> Value of school building.

<sup>c</sup> Mostly in real estate, and only a small percentage available, as yet, for divinity students.

<sup>d</sup> For all departments.

1883-'84.

\* From Report of the Commissioner of Education for 1883-'84.

TABLE XI.—Statistics of schools of theology for 1884-'85, &amp;c.—Continued.

Name.	Students.					Number of years in full course	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of volumes.			Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.		
1	10	11	12	13	14	15	16	17	18	19	20	21	22	
21 Swedish Theological Seminary.....	14				3	40							June 16.	
22 Theological department of German-English College.....	12				3	36							June 10.	
23 Theological department of Lombard University.....	11				4								June 16.	
24 Theological department of McKendree College.....	13						(a)	(a)						
25 Warburg Seminary.....	57						3,000			\$3,000	\$11,200			
26 Baptist Union Theological Seminary.....	72	9	37		3		20,000			25,000	200,000	\$25,650	May 7.	
27 Union Biblical Institute.....	10				3					(a)		0	June 5.	
28 Augustana Theological Seminary.....	37	0	16	16	2	33	(a)	(a)	25	27,000			August 27.	
29 Concordia Seminary.....	215				5	43	825						June 3.	
30 Theological department of Shurtleff College.....	8				2	36	200	50	150				May 20.	
31 Wheaton Theological Seminary.....	9	7	8	5	3	32	(a)			(a)	(a)		June.	
32 School of Theology of DePaul University.....	36	1	1		3	37	217	25	75	35,000	40,000	61,000		
33 Berean department of Union Christian College*.....	8				3	40	7,000	200	150	10,000	0	0		
34 St. Meinrad's Ecclesiastical Seminary.....		5		5	3	26	348		200	6,500	15,000	1,050	June 17.	
35 Norwegian Augustana Seminary.....			2		3	36	(a)	(a)	(a)	14,500	26,244	65,342		
36 Theological department of Griswold College*.....	4												June 10.	
37 German Presbyterian Theological School of the North-west*.....	19				2					(a)	(a)	(a)	June 17.	
38 German College*.....	24				3	40	(a)	(a)					June.	
39 Bible department of Oskaloosa College.....	13				4	39				7,000	159,170	610,313	June 24.	
40 Danville Theological Seminary.....							6,000				25,000	41,750	June 7.	
41 College of the Bible.....	74	1	3	43	4	40	1,500		200	40,000			May 12.	
42 Preston Park Theological Seminary*.....					3	42	8,000						June 16.	
43 Southern Baptist Theological Seminary.....	110	0	40	25	3-4	31	8,500	2,000	200	70,000	220,000	13,000		
44 Theological department of State University.....	18	0	0	0	3	36			2,500	0	0	0		
45 Gilbert Haven School of Theology (New Orleans University).....	20	0	0	0	3	36	3,000	300	2,500	0	0	0		



[illegible]

TABLE XI—Statistics of schools of theology for 1884-'85, &amp;c.—Continued.

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
84 Canton Theological School.....	18		4	8	3	38	8,000		50	\$30,000	\$112,000	\$7,000	June 26.
85 Hamilton Theological Seminary.....	47				3	39				100,000	50,000	3,000	June.
86 Hartwick Seminary, theological department.....	9			2	3	39	(a)		(a)	(a)	(a)	(a)	June 30.
87 General Theological Seminary of the Protestant Episcopal Church.	38	2	65	30	3	40	17,850	10,827	154		387,639	21,451	June 16.
88 Union Theological Seminary*.....	110	10		31	3	34	48,930	45,978	7,340	700,000	800,000	50,030	May.
89 Rochester Theological Seminary.....	90		35	10	3	34	20,500		408	123,000	437,000	24,703	May 16.
90 Christian Biblical Institute*.....	17	0	0	3	3	34	1,900	200	45	40,000	19,000	1,100	May 6.
91 Seminary of Our Lady of Angels.....	64		15	611	5	40	6,000		100	(c)		(c)	June, last Wednesday.
92 St. Joseph's Provincial Seminary.....	138			624	4	40	8,700			200,000			June 24.
93 Theological department of Middlebury University.....	8		5	2	3	32	(c)			(c)	6,000	240	June 2.
94 Theological department of Concordia College.....	85				7	40	200		25	10,000			May 21.
95 Theological department of St. Augustine's Normal School.....	9	0	0	0	3	40	300	150	100	10,000			June 3.
96 Theological department of Slaw University.....	40												June 1.
97 Theological department of Zion Wesley College.....					2,3								June 16.
98 Theological department of Trinity College.....													June 16.
99 Theological department of German Wallace College.....	23	0	0	0	3	40							May 6.
100 St. Charles Borromeo Theological Seminary.....	45				3	34	14,200	1,000	320	100,000	200,000	14,000	June, last Wednesday.
101 Leno Theological Seminary.....	49	0	40	12	5	42				75,000	0	0	May 7.
102 St. Mary's Theological Seminary*.....	(28)				3	34	3,000	2,000	200	(d)	(d)	(d)	June 24.
103 German Lutheran Seminary.....	(35)		18	17	3	40				25,000	75,000	3,800	June 24.
104 Union Biblical Seminary.....	25			12	3	34	700		200				
105 Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	3		2		3	38	7,000						
106 Department of Theology (Oberlin College).....	49	1	30	9	3	38							

	10	8	3	39	2,800	1,200	0	0	23,000	1,900	June.
107 Wittenberg Seminary*	15	0	8	39	2,800	1,200	0	0	23,000	1,900	May 20.
108 Heidelberg Theological Seminary.	3	.....	.....	39	(c)	.....	.....	.....	.....	.....	June 17.
109 Theological department of Urbana University*	5	.....	.....	39	.....	.....	.....	.....	.....	.....	March, last
110 Theological Seminary of Wilberforce University.	23	.....	6	29	4,000	1,000	50	15,000	75,000	5,600	Wednesday.
111 United Presbyterian Theological Seminary of Xenia.	22	.....	.....	29	4,000	1,000	50	25,000	48,000	2,400	.....
112 Theological Seminary of the Reformed Presbyterian Church.	35	1	7	26	2,700	200	.....	.....	.....	.....	March 31.
113 Theological Seminary of the United Presbyterian Church.	60	1	35	28	3,100	.....	100	40,000	64,125	5,000	April 24.
114 Western Theological Seminary of the Presbyterian Church.	36	.....	18	33	20,000	.....	.....	250,000	400,000	25,200	.....
115 Theological course in St. Vincent's College.	18	0	5	40	.....	.....	50	9,000	60,000	3,000	June 30.
116 Mexican Theological Seminary.	2	0	6	40	5,500	.....	.....	.....	.....	.....	June 25.
117 Theological department of Ursinus College.*	35	.....	30	39	11,125	950	25	70,000	91,000	5,400	June, last
118 Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	27	3	8	36	10,000	.....	.....	25,000	68,000	4,050	Tuesday.
119 Theological Seminary of the Reformed Church in the United States.	20	.....	.....	3	.....	.....	.....	.....	.....	.....	May 13.
120 Theological department of Lincoln University*	14	1	0	38	18,000	3,000	.....	20,000	180,000	5,952	June.
121 Meadville Theological School.	106	.....	0	3	15,600	.....	.....	.....	.....	8,000	.....
122 Philadelphia Theological Seminary of St. Charles Dorronco.	12	4	.....	37	8,000	300	.....	.....	.....	.....	June 12.
123 Divinity School of the Protestant Episcopal Church in Philadelphia.*	63	54	20	40	17,000	2,500	150	55,000	.....	.....	.....
124 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	f17	.....	.....	3	2,000	.....	.....	25,000	20,000	.....	June, 2d Wednesday.
125 Missionary Institute.	48	.....	.....	39	8,800	1,200	150	.....	351,000	22,000	May 20.
126 The Grozer Theological Seminary.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
127 Ecclesiastical department of Villanova Monastery and College.	.....	.....	7	40	.....	.....	.....	50,000	.....	.....	.....
128 Benedict Institute.	.....	.....	3	34	1,500	.....	.....	.....	.....	.....	.....
129 Theological department of Allen University g	129	.....	3	34	.....	.....	.....	.....	.....	.....	.....
130 Theological Seminary of the General Assembly of the Presbyterian Church in the United States.*	28	.....	.....	.....	23,000	.....	.....	.....	.....	.....	.....
131 Associated Reformed Theological Seminary.	5	1	3	32	1,000	.....	100	(c)	(c)	(c)	.....
132 Theological Seminary of the South (Newberry College)	2	.....	30	30	(c)	(c)	(c)	(c)	(c)	(c)	June 3.
133 Baker Theological Institute (Clarin University)*.	20	.....	12	40	3,000	.....	.....	10,000	45,000	2,500	May, last
134 Theological School of Cumberland University.	39	.....	0	36	.....	.....	.....	.....	1,000	.....	Thursday.
135 Theological course in Fisk University.	0	0	0	3	.....	.....	.....	.....	.....	.....	May 20.
136 Theological department of Central Tennessee College.	32	1	0	36	(c)	(c)	(c)	0	10,000	350	May 20.
137 Theological department of Roger Williams University.	35	0	0	35	(c)	(c)	0	(c)	.....	0	May 27.
138 Theological department of Vanderbilt University.	35	2	3	36	1,500	100	200	.....	.....	.....	June 2d Wednesday.
139 Theological department, University of the South.	20	.....	6	5	40	15,468	2,441	168,540	26,000	1,300	August 5.
140 Theological department of Baylor University*.	11	.....	.....	40	(c)	(c)	(c)	(c)	(c)	(c)	June.

f For the biennial period ending in 1885.

g From the catalogue for 1883-84.

h Reported in common with Capital University (see Table IX).

i Number raised to the priesthood from June to December, 1884.

j Reported with classical department (see Table IX).

k From Report of the Commissioner of Education for 1883-84.

l Reported with academic department (see Table VI).

m Number ordained during the year.

n Reported with classical department (see Table IX).



TABLE XI.—*Statistics of schools of theology for 1884-'85, &c.—Continued.*

Name.	Students.				Library.		Property, income, &c.			Date of next commencement.			
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.	Number of years in full course of study.	Number of weeks in scholastic year.	Number of volumes.	Number of pamphlets.	Increase in the last school year in books.		Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Theological department of Bishop College.....	8			0		34	600	50	12	\$50,000			May, 1st Wednesday.
Union Theological Seminary.....	48	0		9	3	36	12,400		207	35,000	\$253,000	\$15,000	May, last week, June 26.
Richmond Institute.....	71	0		8	3	35	3,300		100	30,000	56,000		June.
Protestant Episcopal Theological Seminary of Virginia.....	37		7	10	3	40	12,600		1,299	15,000			June 29.
Mission House.....	18				3	38	4,019	271					May, last Wednesday.
Luther Seminary.....	15	12	12	5	3	40	1,000	200	40	14,000			
Lutheran Theological Seminary of the Synod of Wisconsin.....	14		8	5	3	42	7,573	1,000		100,000	55,000	3,000	
Nashotah House.....	260				9	42	14,000	1,000	7,000	100,000			
Seminary of St. Francis of Sales*.....	50		2	10	3	33				(a)	40,000	2,000	
Theological department of Howard University.....	24			6	3	33	(b)			(b)			May 28.
Wayland Seminary.....	13												May, last Wednesday.
Theological department of Indian University.....													

\* From Report of the Commissioner of Education for 1893-'84.

a Reported with classical department (see Table IX).

b Reported with normal department (see Table III).

TABLE XI.—*List of institutions from which no information has been received.*

Name.	Location.
Franciscan College .....	Santa Barbara, Cal.
Berkeley Divinity School .....	Middletown, Conn.
Theological department of Blackburn University .....	Carlinville, Ill.
German Theological Class in Carthage College .....	Carthage, Ill.
Theological Seminary (Roman Catholic) .....	New Orleans, La.
Woodstock College .....	Woodstock, Md.
Bishop Green Associate Mission and Training School .....	Dry Grove, Miss.
De Lancey Divinity School .....	Geneva, N. Y.
St. Andrew's Divinity School .....	Syracuse, N. Y.
St. Vincent's Seminary .....	Philadelphia, Pa.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
St. Thomas Theological Seminary.....	San José, Cal. ....	Closed.
Theological Institute of Connecticut...	Hartford, Conn. ....	Name changed to Hartford Theological Seminary.
German Theological Seminary.....	Chicago, Ill. ....	See Chicago Theological Seminary of the Lutheran Church.
Swedish-American Ansgari College and Missionary Institute.	Knoxville, Ill. ....	Closed.
St. John's Seminary .....	St. Joseph, Minn....	Name of seminary changed to St. John's University, and post-office changed from St. Joseph to Collegeville.
Theological School of Westminster College.	Fulton, Mo. ....	No mention of this school in the catalogue of the college for 1884-'85.
Mt. St. Mary's Seminary .....	Cincinnati, Ohio ..	Closed temporarily.
Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va. ....	Closed.

TABLE XII.—Statistics of schools of law for 1884-'85; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1885.
		2	3	4	5	6	7	8	9	10
1	Law School of University of Alabama.....	Tuscaloosa, Ala.....	a1832	1873	R. B. Lewis, LL. D., president of university ..	4	0	18	7	12
2	College of Law, Little Rock University.....	Little Rock, Ark.....	a1883	1883	Rev. Edward S. Lewis, A. M., president of university.	5	0	10	2	1
3	Hastings College of the Law (University of California).*	San Francisco, Cal.....	1878	1878	Joseph W. Winans, A. M., dean .....	4	.....	138	.....	28
4	Law department of Yale College.....	New Haven, Conn .....	.....	1824	Rev. Neah Porter, D. D., LL. D., president; Hon. Francis Wayland, LL. D., dean.	(18)	.....	68	40	.....
5	Law department in University of Georgia.....	Athens, Ga.....	1785	1867	Rev. P. H. Mell, D. D., LL. D., chancellor.....	4	0	.....	.....	11
6	Law department of Mercer University.....	Macon, Ga.....	1874	1874	Clifford Anderson, LL. D., chairman of faculty	3	.....	.....	.....	.....
7	Law department of Emory College.....	Oxford, Ga.....	1837	1837	J. M. Fack, professor.....	1	.....	.....	.....	.....
8	Bloomington Law School (Illinois Wesleyan University).	Bloomington, Ill .....	1853	1874	Reuben M. Benjamin, LL. D., dean.....	6	0	23	.....	8
9	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill .....	0	1859	Henry Booth, LL. D., dean .....	5	0	132	23	42
10	Law department of McKendree College .....	Lebanon, Ill .....	a1835	1860	Henry H. Horner, A. M., dean .....	1	2	10	0	3
11	Law department of Chaddeek College .....	Quincy, Ill .....	1878	1880	H. C. De Motte, Pitt. D., president; Ira M. Moore, LL. D., dean.	8	0	7	2	0
12	Law department, DePauw University.....	Greencastle, Ind .....	.....	1884	Alexander C. Downey, LL. D., dean.....	7	.....	17	4	6
13	Law department, University of Notre Dame.	Notre Dame, Ind.....	1844	1842	Rev. Thomas E. Walsh, C. S. C., president; William Hoynes, dean.	4	2	20	3	4
14	Iowa College of Law (Drake University)* ..	Des Moines, Iowa.....	1881	1881	George T. Carpenter, A. M., chancellor; A. H. McVey, dean.	13	3	19	8	16
15	Law department, State University of Iowa.	Iowa City, Iowa .....	1847	1865	Lewis W. Ross, A. M., chancellor .....	2	6	.....	.....	22
16	Law School, University of Kansas.....	Lawrence, Kans .....	a1864	1878	James W. Green, A. B., dean .....	4	2	14	2	8
17	Law department, Straight University.....	New Orleans, La.....	1870	1870	Alfred Shaw, dean .....	5	.....	55	.....	6







20	University Law School (University of North Carolina)	2	40	194	300	23	(b)	(b)	June 24,
21	Law School of the Cincinnati College	2	30	34, 60	2, 912	232			5, 070
22	College of Law, National Normal University	2	48	60, 70					May 27,
23	Law School of the University of Oregon	2	30	75	30	5			July,
24	College of Law, William to University	2	36	50	(d)				June,
25	Law department, University of Pennsylvania	2	35	80	300	0			375
26	Law department of Allen University	2	35	40	2	0			May,
27	School of Law of South Carolina College	2	35	40	3, 000	0			June 15,
28	School of Cumberland University	1	40	100	500		0	0	June 23,
29	Law department, Central Tennessee College	2	32	30	40	25	10		June 2,
30	Law department, Vanderbilt University	2	32	30					1, 650
31	Law department, University of Texas	2	32	101					May 19,
32	School of Law and Equity, Washington and Leo University	2	39	40	270	3, 545			55
33	Law School, University of Virginia	2	36	50	1, 200	200	2, 346		June 14,
34	Law department, West Virginia University	2	39	89	3, 500	25	(b)		June 17,
35	Law department, University of Wisconsin	1	40	15					June 20,
36	Columbian University Law School	2	38	h50, 25					June 11,
37	Law department of Georgetown University	2	34	80					June 8,
38	Law department of Howard University	2	33	40					June,
39	National University, law department	2	32	60			10, 000	800	1, 400
									5, 000

\* From Report of the Commissioner of Education for

1883-'84.

*a* With graduate course of 4 years.

<sup>b</sup> Reported with classical department (see Table IX).

Board and tuition.

*d* Students have access to the State Library.  
*e* For residents of Michigan; for non-residents \$35.

*e* For residents of Michigan; for non-residents \$35.

The law school library is now a part of the consolidated law library.

dated college library.

**Admission fees; no tuition fee to residents of**

the State.

### *b* Matriculation fee.

i. Also a post-graduate course of one year.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
Kooskuk College of Law	Kooskuk, Iowa	Closed.
Course of Law in Iowa Wesleyan University	Mt. Pleasant, Iowa	Not mentioned in the catalogue for 1884-'85.
Law department of University of Louisville.	Louisville, Ky.	No information received.
Law department, Nebraska Wesleyan University.	Fullerton, Nebr.	No information received.
Law department, Rutherford College.	Rutherford College, N. C.	Suspended.
Law department of Lafayette College.	Easton, Pa.	No notice of this department in the college catalogue for 1884-'85.



TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85; from replies to inquiries by the United States Bureau of Education.

1	Name.	2	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884-'85.
			3	4	5	6	7	8	9	10
<b>I.—MEDICAL AND SURGICAL.</b>										
<b>I. Regular.</b>										
1	Medical College of Alabama.....	Mobile, Ala.....	1860	1859	William H. Sanders, M. D., secretary.....	(14)	1	90	.....	34
2	Medical department of Arkansas Industrial University.....	Little Rock, Ark.....	1879	1879	J. A. Durell, Jr., M. D., president.....	14	1	41	.....	8
3	College of Medicine (University of Southern California).....	Los Angeles, Cal.....	.....	1884	J. P. Widney, A. M., M. D., dean.....	(19)	.....	.....	.....	.....
4	Cooper Medical College.....	San Francisco, Cal.....	1882	1853	Levi C. Lane, president; Henry Gibbons, Jr., M. D., dean.....	14	1	79	8	19
5	Medical department of the University of Colorado.....	San Francisco, Cal.....	1868	1872	Robert A. McLean, M. D., dean.....	12	1	53	6	13
6	Medical department of the University of Colorado.....	Boulder, Colo.....	.....	1883	James H. Kimball, M. D., secretary, Denver, Colo.....	3	3	19	1	2
7	Denver Medical College (University of Denver).....	Denver, Colo.....	1864	1881	H. K. Steele, A. M., M. D., dean.....	18	0	22	2	6
8	Medical department of Yale College.....	New Haven, Conn.....	1810	1813	Charles A. Lindley, M. D., dean.....	(17)	.....	27	11	6
9	Atlanta Medical College.....	Atlanta, Ga.....	1854	1855	H. V. M. Miller, M. D., LL. D., dean.....	11	1	88	.....	38
10	Southern Medical College.....	Atlanta, Ga.....	1879	1879	W. Parvin Nicolson, M. D., dean.....	(14)	.....	89	.....	31
11	Medical College of Georgia (University of Georgia).....	Augusta, Ga.....	1833	1839	Edward Geddings, M. D., dean.....	12	0	78	.....	34
12	Chicago Medical College (Northwestern University).....	Chicago, Ill.....	1859	1859	Nathan Smith Davis, M. D., LL. D., dean.....	24	.....	118	17	43
13	College of Physicians and Surgeons of Chicago.....	Chicago, Ill.....	1881	1882	A. Reeves Jackson, A. M., M. D., president.....	21	4	169	.....	60
14	Rush Medical College.....	Chicago, Ill.....	1837	1843	J. Adams Allen, M. D., LL. D., president.....	(31)	.....	420	76	168
15	Woman's Medical College of Chicago.....	Chicago, Ill. (337 S. Lincoln st.).....	1870	1870	Wm. H. Byford, A. M., M. D., president.....	(28)	.....	74	7	22
16	Quincy College of Medicine (Chaddock College).....	Quincy, Ill.....	1882	1882	Moses F. Bassett, M. D., dean.....	10	0	14	1	4



TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1884-'85.
1	2	3	4	5	6	7	8	9	10
56 College of Physicians and Surgeons (Columbia College).	New York, N. Y.	1807	1807	John C. Dalton, M. D., president.	35	.....	490	176	134
57 Medical department, University of the City of New York.	New York, N. Y.	.....	1841	Charles Inslee Pardee, M. D., dean.	44	0	558	.....	175
58 Woman's Medical College of the New York Infirmary.	New York, N. Y. (28 Second ave.)	1861	1863	Emily Blackwell, M. D., dean.	.....	24	34	1	11
59 College of Medicine of Syracuse University.	Syracuse, N. Y.	1875	1873	Fredrick Hyde, M. D., dean.	29	3	38	5	11
60 Medical School (University of North Carolina).	Chapel Hill, N. C.	1875	1873	Kemp P. Battle, D.D., president.	.....	.....	49	.....	.....
61 Leonard Medical School (Shaw University).	Raleigh, N. C.	1875	1882	C. N. Pratt, M. D., dean.	6	.....	47	.....	.....
62 Cincinnati College of Medicine and Surgery.	Cincinnati, Ohio.	1851	1849	R. C. Stockton Reed, A. M., M. D., dean.	(17)	.....	54	2	25
63 Cincinnati College of Ohio.	Cincinnati, Ohio.	1851	1851	W. W. Seelye, M. A., M. D., dean.	(35)	.....	214	.....	69
64 Miami Medical College.	Cincinnati, Ohio.	1852	1852	William H. Taylor, M. D., dean.	0	20	103	.....	27
65 Medical department of the University of Wooster.	Cleveland, Ohio.	1854	1854	Frank J. Weed, M. D., dean.	14	3	22	2	23
66 Medical department of Western Reserve University.	Cleveland, Ohio.	1882	1842	Gustav C. E. Weber, M. D., LL. D., dean.	16	0	126	6	55
67 Columbus Medical College.	Columbus, Ohio.	1875	1875	D. N. Kinsman, M. D., dean.	9	3	50	8	18
68 Starling Medical College.	Columbus, Ohio.	1847	1847	Starling Lovings, M. D., dean.	(13)	.....	85	2	30
69 Northwestern Ohio Medical College.	Toledo, Ohio.	1883	1883	Samuel S. Thorn, M. D., dean.	14	2	24	.....	4
70 Toledo Medical College.	Toledo, Ohio.	1883	1883	J. H. Pooley, M. D., secretary.	(17)	.....	38	.....	13
71 Medical department, Willamette University.	Portland, Oreg.	1853	1866	E. P. Fraser, M. D., dean.	10	0	30	4	7
72 Jefferson Medical College.	Philadelphia, Pa.	1826	1825	Roberts Bartholow, M. D., LL. D., dean.	(17)	.....	403	.....	176
73 Medical department, University of Pennsylvania.	Philadelphia, Pa.	1755	1765	William Pepper, M. D., LL. D., provost of university.	(56)	.....	370	126	108
74 Medico-Chirurgical College of Philadelphia.	Philadelphia, Pa.	1867	1881	Peter D. Kewyer, M. D., dean.	26	0	33	.....	5
75 Woman's Medical College of Pennsylvania.	Philadelphia, Pa.	1850	1850	Rachel L. Badley, M. D., dean.	(26)	.....	128	9	22
76 Medical College of the State of South Carolina.	Charleston, S. C.	1832	1832	J. Ford Proctor, M. D., dean.	13	0	67	.....	619



77	Memphis Hospital Medical College (Southwestern Baptist University).....	Memphis, Tenn.....	1878	1880	Alexander G. Sinclair, M. D., dean.....	10	78	1	622
78	Medical department of the University of Nashville.....	Nashville, Tenn.....	1850	1850	William T. Briggs, M. D., dean.....	(16)	.....	.....	22
79	Medical department of Vanderbilt University.....	Nashville, Tenn.....	1873	1874	Thomas Monces, M. D., dean.....	(20)	203	.....	72
80	Mellary Medical Department of Central Tennessee College.....	Nashville, Tenn.....	1866	1876	G. W. Hubbard, M. D., dean.....	7	38	3	8
81	Nashville Medical College (University of Tennessee).....	Nashville, Tenn.....	1876	1877	Duncan Eve, M. D., dean.....	15	0	171	6
82	Medical department, University of Vermont.....	Burlington, Vt.....	1851	1854	A. P. Grinnell, M. D., dean.....	8	11	200	26
83	Medical College of Virginia.....	Richmond, Va.....	1833	1833	M. L. James, M. D., dean.....	18	65	.....	78
84	Medical department, University of Virginia.....	University of Virginia, Va.....	1819	1825	James F. Harrison, M. D., chairman of faculty.....	5	46	.....	12
85	Medical department, Georgetown University*.....	Washington, D. C.....	1815	1815	J. W. H. Lovejoy, M. D., dean.....	(17)	34	.....	7
86	Medical department of Howard University.....	Washington, D. C.....	1867	1867	Rev. Wm. W. Patton, D. D., LL. D., president; Thos. B. Hood, M. D., dean.....	12	292	6	229
87	National Medical College, Columbian University.....	Washington, D. C.....	1821	1822	A. F. A. King, M. D., dean.....	19	0	84	14
88	Medical department of National University.....	Washington, D. C.....	.....	.....	H. H. Barker, M. D., dean.....	(8)	9	.....	1
89	California Medical College (eclectic).....	Oakland, Cal.....	1878	1879	D. Maclean, M. D., president.....	10	0	25	5
90	Georgia Eclectic Medical College.....	Atlanta, Ga. (48 Butler st.).....	1877	1877	Joseph Adolphus, M. D., dean.....	6	70	.....	13
91	Bonnett College of Eclectic Medicine and Surgery.....	Chicago, Ill. (511 and 513 State st.).....	1869	1868	Milton Jay, M. D., dean.....	(20)	143	.....	37
92	Indiana Eclectic Medical College.....	Indianapolis, Ind.....	1880	1880	L. Abbott, M. D., dean.....	5	9	25	8
93	Iowa Medical College (Orake University).....	Des Moines, Iowa.....	1881	1881	I. W. Smart, M. D., dean.....	(15)	21	.....	10
94	American Medical College.....	St. Louis, Mo.....	1873	1873	George C. Pitzer, M. D., dean.....	(12)	24	.....	14
95	Eclectic Medical College of the City of New York.....	New York, N. Y. (1 Livingston Place).....	1865	1865	George W. Boskowitz, M. D., dean.....	8	1	53	11
96	Eclectic Medical Institute.....	Cincinnati, Ohio.....	1845	1845	John M. Scudder, M. D.....	9	.....	169	69
97	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Hahnemann Medical College of San Francisco.....	San Francisco, Cal.....	1881	1884	C. B. Currier, M. D., dean.....	17	27	.....	6
99	Chicago Homoeopathic Medical College.....	Chicago, Ill. (200 Michigan ave.).....	1876	1876	J. S. Mitchell, A. M., M. D., president.....	19	0	132	41
100	Hahnemann Medical College and Hospital.....	Chicago, Ill. (2811 and 2813 Cottage Grove ave.).....	1853	1859	R. Ludham, M. D., dean.....	17	.....	256	97
101	Homoeopathic Medical Department, State University of Iowa.....	Iowa City, Iowa.....	1877	1877	Josiah L. Pickard, LL. D., president; A. C. Cowperthwaite, M. D., LL. D., dean.....	2	4	33	10
102	Boston University School of Medicine.....	Boston, Mass. (East Concord st.).....	1869	1873	I. Tisdale Talbot, M. D., dean.....	22	6	94	26
103	Homoeopathic Medical College, University of Michigan.....	Ann Arbor, Mich.....	1874	1875	Thomas P. Wilson, M. D., dean.....	(8)	.....	34	4
104	New York Homoeopathic Medical College.....	St. Louis, Mo.....	1857	1858	W. A. Edmonds, A. M., M. D., dean.....	13	0	28	4
105	New York Medical College and Hospital for Women.....	New York, N. Y. (corner 23d st. and Third ave.).....	1859	1859	T. F. Allen, A. M., M. D., LL. D., dean.....	33	1	137	20
106	Pulver Medical College.....	New York, N. Y. (213 W. 54th st.).....	1863	1863	Stephen Cutler, president; Clemence S. Lozier, M. D., dean.....	0	22	41	13
107	.....	Cincinnati, Ohio (corner 7th and Mound sts.).....	1872	1872	J. D. Buck, M. D., dean.....	13	3	60	6

\* From Report of the Commissioner of Education for 1883-84.

*a* Includes students in pharmacy.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &amp;c.—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of in- struction.		Students.		
						Resident professors and in- structors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commence- ment of 1884-'85.
	1	2	3	4	5	6	7	8	9	10
107	Homeopathic Hospital College	Cleveland, Ohio	1849	1849	John C. Sanders, A. M., M. D., dean	16	0	84	10	30
108	Hahnemann Medical College of Philadelphia	Philadelphia, Pa. (105 Filbert st.)	1848	1848	A. R. Thomas, M. D., dean	22	1	152	48	
4. Post-graduate and polyclinic.										
109	New York Polyclinic	New York, N. Y.		1882	John A. Wyeth, M. D., secretary	(80)				
110	New York Post-Graduate Medical School and Hospital	New York, N. Y.		1882	F. R. Sturgis, M. D., secretary	(75)				
111	Cleveland Polyclinic and Post-Graduate Medi- cal School	Cleveland, Ohio		1884	Reuben A. Vance, M. D., dean	(6)				
112	Philadelphia Polyclinic and College for Gradu- ates in Medicine	Philadelphia, Pa. (13th and Lo- cust sts.)		1882	R. F. Baer, M. D., dean	(37)				
113	Post-graduate instruction, medical department, University of Pennsylvania.	Philadelphia, Pa.		1880	James Tyson, M. D., secretary	(18)				
II.—DENTAL.										
114	College of Dentistry, University of California	San Francisco, Cal.		1882	C. L. Goddard, A. M., D. D. S., dean	27	2	30	1	13
115	Indiana Dental College	Indianapolis, Ind.		1879	Junius E. Cravens, D. D. S., secretary	5	1			13
116	Dental department, Iowa State University	Iowa City, Iowa		1883	L. C. Ingersoll, A. M., D. D. S., dean	1	3	37		16
117	Baltimore College of Dental Surgery	Baltimore, Md.		1839	Richard H. Winder, M. D., D. S., dean	10	12	88	36	28
118	Dental department of the University of Mary- land.	Baltimore, Md.		1807	Ferdinand J. S. Gorgas, A. M., M. D., D. S., dean.	21		74		36
119	Boston Dental College	Boston, Mass.		1868	John A. Follett, A. M., M. D., dean	18		62	2	27
120	Dental School of Harvard University	Boston, Mass.		1868	Thomas H. Chandler, D. M. D., dean		19	33	3	8
121	Dental College of the University of Michigan	Ann Arbor, Mich.		1874	Jonathan Tate, M. D., D. D. S., dean	8	2	83	15	28





TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &c.—Continued.*

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
<b>I.—MEDICAL AND SURGICAL.</b>													
<b>1. Regular.</b>													
1 Medical College of Alabama.....	3	.....	*500	*75	.....	\$5	\$25	\$75	*\$150,000	.....	.....	*\$1,000	March 23.
2 Medical department of Arkansas Industrial University.....	2,3	21	0	0	.....	5	25	58	15,000	\$0	.....	.....	March 4.
3 College of Medicine (University of Southern California).....	3	.....	.....	.....	.....	5	40	130	.....	.....	.....	.....	April.
4 Cooper Medical College.....	3	20	200	.....	.....	5	40	130	100,000	0	\$0	6,234	November.
5 Medical department, University of California.....	3	36	.....	100	.....	5	10	0	7,000	0	0	100	December.
6 Medical department of the University of Colorado.....	3	24	.....	.....	.....	5	30	75	.....	0	0	.....	June 2.
7 Denver Medical College (University of Denver).....	3	34	.....	.....	.....	5	30	125	.....	29,131	1,212	2,701	March 31.
8 Medical department of Yale College.....	3	30	.....	.....	.....	5	30	75	50,000	.....	.....	7,430	June 30.
9 Atlanta Medical College.....	3	20	.....	.....	.....	5	30	75	*20,000	.....	.....	*4,500	March 1.
10 Southern Medical College.....	2,3	23	.....	.....	.....	5	30	75	40,000	0	0	3,534	March 1.
11 Medical College of Georgia, University of Georgia.....	3	20	5,000	.....	0	5	30	75	.....	.....	.....	.....	March 1.
12 Chicago Medical College (Northwestern University).....	3	26	165	469	20	5	30	70	50,000	.....	.....	7,800	March 23.
13 College of Physicians and Surgeons of Chicago.....	3	21	.....	.....	.....	5	30	60	75,000	10,000	.....	10,000	March.
14 Rush Medical College.....	3	21	0	0	.....	5	30	80	80,000	0	0	40,762	February 16.
15 Woman's Medical College of Chicago.....	2,3	31	.....	.....	.....	5	30	60	*20,000	*5,060	*500	.....	April 6.
16 Quincy College of Medicine (Chadwick College).....	2,3	22	*100	.....	.....	5	30	50	.....	.....	.....	700	March 16.

	3	20	0	000	5	25	40	1,000	0	0	800	February, March 1.
17 Hospital Medical College of Evansville.	2, 3	20	500	000	5	25	40	800				February 25.
18 Medical College of Evansville <i>b</i>	2, 3	20	500	000	5	25	40	800				March 5.
19 Central College of Physicians and Surgeons.	3	22	2,000		5	25	40					March 3.
20 Medical College of Indiana	2, 3	23	2,000		5	25	40					February 24.
21 Iowa College of Physicians and Surgeons	2, 3	23	2,000		5	25	40					June 18.
22 Medical department of the State University of Iowa.	2, 3	23	750		5	25	20					June 20.
23 College of Physicians and Surgeons	3	20			5	30	20	30,000			4,020	March 1.
24 Hospital College of Medicine (Central University).	3				5	30	75	*15,000			*3,500	March 2.
25 Kentucky School of Medicine	3	20			5	30	75					March 31.
26 Louisville Medical College.	3	25			5	30	75					January 20.
27 Medical department of the University of Louisville.	3	26	4,000		5	30	85	150,000	0		16,000	March 15.
28 Medical department of Tulane University of Louisiana.	3-6	23	(c)		5	30	150					March 20.
29 Medical School of Maine (Bowdoin College).	3	16	4,000		5	25	78	25,000	2,500	150	4,927	May 1.
30 Portland School for Medical Instruction <i>d</i>		30					60					May.
31 College of Physicians and Surgeons	3	22	1,500		5	30	120					June.
32 School of Medicine (University of Maryland).	2, 3				5	30	120					March.
33 Woman's Medical College of Baltimore.	3	28	(100)		5	30	65	e500			2,600	March 20.
34 College of Physicians and Surgeons	3				5	30	85	*3,000				May 1.
35 Harvard Medical School (Harvard University).	3, 4		*2,100		5	30	200		177,254	10,753	90,613	May.
36 Department of Medicine and Surgery (University of Michigan).	3		2,636		g10	10	h25					June.
37 Detroit Medical College	3				5	20	50	*30,000			*3,192	March.
38 Michigan College of Medicine	3		*100	*200	5	20	40					March.
39 Minneapolis College of Physicians and Surgeons.	3				5	a10	40					February 27.
40 Minnesota Hospital College	3	35		500	5	0	50	60,000			2,000	June.
41 Medical School of the University of the State of Missouri.	2		*300		5	5	40					March 17.
42 Kansas City Medical College	2	26			5	20	60	11,500	0		1,685	March 11.
43 Medical department of the University of Kansas City.	3	26			5	20	50	40,000			2,500	March.
44 Northwestern Medical College of St. Joseph.	3	20			5	25	45					March.
45 St. Joseph Medical College	2, 3				5	35	35					March.
46 Missouri Medical College	2	20			5	30	75	60,000				March 13.
47 St. Louis College of Physicians and Surgeons.	3	29	175	120	5	a25	50	12,000	0		2,203	March 4.
48 St. Louis Medical College	3	21	1,300		5	0	90	40,000			8,030	March 4.

*f* Value of apparatus.

*g* For residents of Michigan; non-residents \$25.

*h* For residents of Michigan; non-residents \$45.

*j* Reported with classical department (see Table IX).

*k* This institution does not confer degrees.

*c* Value of furniture and apparatus.

\* From Report of the Commissioner of Education for 1883-84.

*a* Examination fee.

*b* Suspended after graduating its 1884 class.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
49 Omaha Medical College.....	3	24	*150	.....	.....	\$5	\$25	\$25	\$20,000	.....	.....	.....	March 27.
50 New Hampshire Medical Institution (Dartmouth College).....	3	42	1,900	.....	.....	5	25	117	20,000	\$1,000	\$70	\$3,200	June.
51 Albany Medical College (Union University).....	3	25	5,000	.....	.....	5	25	100	77,000	6,000	350	10,839	March 3.
52 Long Island College Hospital.....	1, 2	.....	*1,000	.....	.....	5	25	100	*150,000	.....	.....	*7,682	June 2.
53 Medical department, University of Buffalo.....	2	22	1,500	*1,500	.....	5	25	100	*65,000	.....	.....	.....	February 23.
54 Medical department, University of Niagara.....	3	28	.....	.....	.....	5	25	60	.....	.....	.....	.....	April 14.
55 Bellevue Hospital Medical College.....	2	.....	(a)	.....	.....	5	30	140	*690,000	.....	.....	*43,485	March.
56 College of Physicians and Surgeons (Columbia College).....	3	32	.....	.....	.....	5	30	100	386,000	32,185	3,100	42,320	May 15.
57 Medical department, University of the City of New York.....	3	32	.....	.....	.....	5	30	.....	182,700	.....	.....	.....	March 6.
58 Woman's Medical College of the New York Infirmary.....	3	32	150	.....	.....	5	30	100	c750	.....	.....	6,120	May 29.
59 College of Medicine of Syracuse University.....	3	34	600	.....	0	5	25	50-125	21,000	4,000	350	2,982	June 8.
60 Medical School, University of North Carolina.....	2	40	500	.....	.....	.....	.....	87	.....	.....	.....	450	.....
61 Leonard Medical School (Shaw University).....	4	22	.....	.....	.....	5	20	60	*40,000	*6,000	*300	*3,000	March.
62 Cincinnati College of Medicine and Surgery.....	2	.....	.....	.....	.....	5	d 25	40	*18,000	.....	.....	*2,935	February 26.
63 Medical College of Ohio.....	3	22	.....	.....	.....	5	25	75	*75,000	.....	0	*20,000	March.
64 Miami Medical College.....	3	23	(e) 0	.....	.....	5	25	75	.....	0	.....	.....	March 10.



	3	40	2,000	1,000	.....	5	30	100	1,200	.....	2,919	July 21.
65 Medical department of the University of Wooster.	3	24	2,000	1,000	.....	5	30	50	.....	.....	8,000	March 2.
66 Medical department of Western Reserve University.	3	26	.....	.....	.....	5	25	30	15,000	.....	2,000	March 1.
67 Columbus Medical College.	3	.....	.....	.....	.....	5	25	30	.....	.....	.....	March 4.
68 Starling Medical College.	3	.....	1,500	.....	.....	5	25	45	.....	.....	.....	March.
69 Northwestern Ohio Medical College.	3	.....	.....	.....	.....	5	25	.....	.....	.....	.....	March 1.
70 Toledo Medical College.	2,3	332	.....	.....	.....	5	25	.....	.....	.....	.....	April 12.
71 Medical department, Willamette University.	3	22	100	500	15	5	30	130	20,000	0	2,600	March.
72 Jefferson Medical College.	3	.....	.....	300	.....	5	30	140	.....	.....	.....	May 1.
73 Medical department, University of Pennsylvania.	3,4	.....	*5,640	*5,800	.....	5	.....	30	*300,000	*55,597	*2,842	April.
74 Medical-Chirurgical College of Philadelphia.	3	40	50	50	.....	5	0	150	e2,500	.....	3,500	March 11.
75 Woman's Medical College of Pennsylvania.	3	.....	.....	.....	.....	5	30	105	*65,000	*5,000	.....	March.
76 Medical College of the State of South Carolina.	3	20	.....	.....	.....	5	30	100	30,000	0	4,770	March 1.
77 Memphis Hospital Medical College (Southwestern Baptist University).	2	20	1,000	1,200	41	5	30	50	20,000	.....	.....	February 25.
78 Medical department of the University of Nashville.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	February 23.
79 Medical department of Vanderbilt University.	2,3	.....	.....	.....	.....	5	25	75	.....	.....	.....	February 23.
80 Mollary Medical Department, Central Tennessee College.	3	20	400	2,500	100	0	10	30	15,000	5,000	100	15,000
81 Nashville Medical College (University of Tennessee).	2	24	*500	*500	.....	5	25	90	30,000	.....	.....	July 20.
82 Medical department, University of Vermont.	3	20	(4)	.....	.....	5	25	75	30,000	0	0	June.
83 Medical College of Virginia.	2	26	.....	.....	.....	5	30	130	150,000	.....	.....	June 30.
84 Medical department, University of Virginia.	.....	40	.....	.....	.....	20	15	110	.....	.....	.....	March 8.
85 Medical department, Georgetown University.*	3	22	.....	.....	.....	5	0	100	.....	.....	.....	March 18.
86 Medical department of Howard University.	3	22	.....	.....	.....	10	30	20	.....	2,200	154	April.
87 National Medical College (Columbian University).	3	20	.....	.....	.....	5	430	45,65,100	e1,500	0	0	March.
88 Medical department of National University.	3	.....	.....	.....	.....	5	.....	100	.....	.....	.....	April.

## 2. Eclectic.

89 California Medical College (eclectic).....	3	24	.....	.....	.....	5	30	120	25,000	0	2,000	April.
90 Georgia Eclectic Medical College.....	2	22	.....	.....	.....	5	25	60	20,000	4,000	4,000	March.

\* From Report of the Commissioner of Education for 1889-84.

f Winter term; spring term \$10.

g Reported with classical department (see Table IX).

h Reported with classical department (see Table IX).

b Value of laboratory, college museum, and furniture.

c Value of apparatus.

d Examination fee.

e Uses public library of Cincinnati.

\* From Report of the Commissioner of Education for 1889-84.

f Winter term; spring term \$10.

g Reported with classical department (see Table IX).

h Reported with classical department (see Table IX).

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
91 Bennett College of Eclectic Medicine and Surgery.	2, 3	.....	*300	*300	.....	\$5	\$25	\$50	\$75,000	.....	.....	\$7,000	March 23.
92 Indiana Eclectic Medical College.	3	20	*50	*150	.....	5	25	50	.....	.....	.....	.....	March.
93 Iowa Medical College (Drake University).	3	24	.....	.....	.....	5	25	25	.....	.....	.....	.....	.....
94 American Medical College.	3	.....	*600	*2,000	.....	.....	25	275	*2,000	.....	.....	*6,500	March.
95 Eclectic Medical College of the City of New York.	2	.....	.....	.....	.....	5	30	100	58,000	\$0	.....	.....	March.
96 Eclectic Medical Institute	3	40	.....	.....	.....	5	25	150	80,000	0	.....	.....	June 1.
3. <i>Homœopathic.</i>													
97 Hahnemann Medical College of San Francisco.	3, 4	26	300	600	.....	5	40	125	.....	20,000	.....	2,378	November 11.
98 Chicago Homœopathic Medical College	3	22	1,500	.....	.....	5	0	50	50,000	.....	.....	5,000	February 23.
99 Hahnemann Medical College and Hospital.	3	29	.....	.....	.....	5	25	53	80,000	.....	.....	15,000	February 23.
100 Homœopathic medical department, State University of Iowa.	2, 3	20	150	.....	.....	5	25	20	.....	.....	.....	.....	March 2.
101 Boston University School of Medicine.	3, 4	32	2,000	2,000	25	5	30	125	100,000	40,000	\$2,000	9,865	June 2.
102 Homœopathic Medical College, University of Michigan.	3	.....	2,635	614	.....	(b)	10	(b)	.....	.....	.....	.....	March.
103 Homœopathic Medical College of Missouri.	3	20	.....	.....	.....	5	25	50	.....	.....	.....	.....	March 10.
104 New York Homœopathic Medical College.	3	22	30	75	.....	5	30	125	2750	.....	.....	15,361	April 15.

105	New York Medical College and Hospital for Women.	3	26	.....	.....	5	30	75	.....	2,910	April 20.
106	Pate Medical College.	3	22	1,000	500	5	30	55	35,000	.....	March 2.
107	Homeopathic Hospital College.	3	24	500	.....	5	30	40	.....	.....	March 24.
108	Hannemann Medical College of Philadelphia.	3	.....	3,000	1,000	5	30	70,100	200,000	12,000	April.
4. Post-graduate and polyclinic.											
109	New York Polyclinic	.....	.....	.....	.....	.....	.....	350	.....	.....	June.
110	New York Post-Graduate Medical School and Hospital.	.....	.....	.....	.....	.....	.....	350	.....	.....	June 2.
111	Cleveland Polyclinic and Post-Graduate Medical School.	.....	28	.....	.....	5	.....	80	.....	.....	.....
112	Philadelphia Polyclinic and College for Graduates in Medicine.	1	.....	.....	.....	.....	.....	300	.....	.....	May.
113	Post-graduate instruction, medical department, University of Pennsylvania.	.....	30	.....	.....	5	.....	.....	.....	.....	.....
II.—DENTAL.											
114	College of Dentistry, University of California.	3	36	20	200	0	30	150	.....	0	December.
115	Indiana Dental College.	2	20	.....	.....	5	25	100	21,000	.....	March.
116	Dental department, Iowa State University.	2	20	.....	.....	5	25	35	.....	2,542	March 1.
117	Baltimore College of Dental Surgery.	2	20	.....	.....	5	30	100	10,000	.....	March.
118	Dental department of the University of Maryland.	2	20	.....	.....	5	30	100	15,000	.....	March 13.
119	Roston Dental College.	3	38	200	250	5	.....	100	.....	6,400	June 30.
120	Dental School of Harvard University.	3	40	.....	.....	0	.....	50,150,200	0	7,284	June 23.
121	Dental College of the University of Michigan.	3	38	300	200	(b)	10	(b)	15,000	0	June 30.
122	Dental department, Minnesota College Hospital.	3	22	.....	.....	5	0	50	.....	330	.....
123	Kansas City Dental College*.	2,3	40	.....	.....	5	20	60	12,000	.....	March 4.
124	Missouri Dental College.	2	20	.....	.....	5	0	90	.....	2,843	March.
125	New York College of Dentistry.	2	20	0	0	5	20	100	25,500	0	March 10.
126	Ohio College of Dental Surgery.	2	20	.....	.....	5	25	100	15,000	.....	March.
127	Department of Dentistry, University of Pennsylvania.	2	28	4,000	.....	5	30	100	.....	15,035	May 1.
128	Pennsylvania College of Dental Surgery	2	.....	(300)	.....	5	20	100	24,000	0	February 27.
129	Philadelphia Dental College.	2	22	.....	.....	5	30	100	.....	14,000	February 28.
130	Dental department of the University of Tennessee. <sup>d</sup>	2	.....	.....	.....	5	10	50	.....	.....	.....
131	Dental department of Vanderbilt University.	2	20	.....	.....	5	25	65	1,500	0	.....

<sup>c</sup> Value of apparatus.  
<sup>d</sup> These statistics are for the year 1883-'84.  
<sup>e</sup> From Report of the Commissioner of Education for 1883-'84.  
<sup>f</sup> Includes matriculation fee and demonstrator's ticket.  
<sup>g</sup> Matriculation fee \$10 and annual tax \$25 to residents of Michigan, to non-residents, matriculation fee \$25 and annual tax \$35.



TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1884-'85, &amp;c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—				Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.		
1	11	12	13	14	15	16	17	18	19	20	21	22	23	
III.—PHARMACEUTICAL.														
132 California College of Pharmacy (University of California).	2	30	200	200	20	\$2	\$10	\$50	\$9,000			\$2,000		April 6.
133 School of Pharmacy in the department of medicine of the University of Colorado.	2													
134 Chicago College of Pharmacy*.	2	26	3,000			4	5	36	\$2,000					February 18.
135 School of Pharmacy, Purdue University.	2	20				10		68	\$200					March 6.
136 Iowa College of Pharmacy.	2	20				4		46				530		March.
137 Louisville College of Pharmacy.	2	22	120	300		5	10	65	7,000			2,700		March.
138 Louisville School of Pharmacy for Women.	3	36	127	270		5	10	65	6750					June 22.
139 Class in pharmacy of the medical department of Tulane University of Louisiana.	2					5	20	40						
140 Maryland College of Pharmacy.	2	23				5	10	36	5,000					March.
141 Massachusetts College of Pharmacy.	2	30	3,500	1,600	50	4	10	60	6,000	\$5,000	\$325	5,500		May 5.
142 School of Pharmacy of the University of Michigan.	2	36	(d)	(d)	(d)	(e)	10	(e)	(d)	(d)	(d)	5,417		July 1.
143 St. Louis College of Pharmacy.	2	20	50	500	10	4	10	36	\$1,000			5,000		March.
144 Albany College of Pharmacy (Union University).	2	20				3	10	30				1,484		March 2.
145 College of Pharmacy of the City of New York.	2	22	\$3,500	\$1,000	\$75	0	10	55	80,000	18,000	1,500	22,000		
146 Department of Pharmacy, University of North Carolina.	2							65						
147 Philadelphia College of Pharmacy.	4	20	4,480	75	250	5	15	36-135	110,000	0	0			March 22.

148	Pittsburg College of Pharmacy .....	2	20	200	1,000	.....	4	10	36	.....	.....	.....	2,450	March.
149	Memphis School of Pharmacy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	February.
150	Department of Pharmacy, Vanderbilt University. ....	2	.....	.....	.....	.....	410	5	25	.....	.....	.....	.....	.....
151	Department of Pharmacy, University of Wisconsin. ....	2	27	.....	.....	.....	5	3	(i)	.....	.....	.....	175	June.
152	National College of Pharmacy .....	2	36	.....	.....	.....	3	.....	56	.....	.....	.....	.....	May 17.

\* From Report of the Commissioner of Education for 1883-84.

*g* Estimated.

*d* Reported with classical department (see Table IX).

*e* Matriculation fee \$10 and annual tax \$25 to residents  $\frac{1}{2}$  Includes incidental fee.

*a* Value of grounds, apparatus, and library.

*b* Incidental fee.

*f* Besides four years of practice in pharmacy.

*j* Value of apparatus and furniture.

TABLE XIII—*Memoranda.*

Name.	Location.	Remarks.
Woman's Medical College of the Pacific Coast.....	San Francisco, Cal.	Closed.
Medical department of the University of Louisiana .....	New Orleans, La.	Name changed to Medical Department of Tulane University of Louisiana.
Medical department of the Minnesota College Hospital.....	Minneapolis, Minn.	Reorganized under name of Minnesota Hospital College.
Cincinnati College of Pharmacy .....	Cincinnati, Ohio ..	No information received.

TABLE XIV.—Summary of examinations for admission to the United States Military Academy for the year 1884-'85.

States and Territories.	Number of candidates.	Number accepted.	Number rejected.								Alternates (passed, no vacancies).
			Total.	Physical disability.	On what account.						
					For deficiency in—						
					Reading.	Writing and or- thography.	Arithmetic.	Geography.	Grammar.	History.	
Alabama.....	4	4	0	0							
Arkansas.....	0	0	0	0							
California.....	0	0	0	0							
Colorado.....	1	1	0	0							
Connecticut.....	1	1	0	0							
Delaware.....	0	0	0	0							
Florida.....	0	0	0	0							
Georgia.....	5	3	2	0					1		
Illinois.....	9	6	3	0		1		2	1	1	
Indiana.....	6	3	3	0		1	1		3		
Iowa.....	5	4	1	0	1	1	1	1	1	1	
Kansas.....	4	3	1	0		1			1		
Kentucky.....	2	0	2	0		1	1		1		
Louisiana.....	2	0	2	2							
Maine.....	2	1	1	1							
Maryland.....	4	2	1	0						1	a
Massachusetts.....	3	3	0	0							
Michigan.....	4	4	0	0							
Minnesota.....	3	2	1	1							
Mississippi.....	3	2	1	0							
Missouri.....	2	2	0	0		1	1		1	1	
Nebraska.....	4	2	1	0							
Nevada.....	0	0	0	0		1					1
New Hampshire.....	2	1	0	0							
New Jersey.....	7	3	3	1		1			2		1
New York.....	21	13	7	3		1	1	2	2	3	1
North Carolina.....	5	3	2	0	1				2		
Ohio.....	11	8	2	1	1	1			1		1
Oregon.....	0	0	0	0	0						
Pennsylvania.....	7	6	1	0			1		1		
Rhode Island.....	1	1	0	0							
South Carolina.....	1	1	0	0							
Tennessee.....	7	3	4	0	1	1	3	1	2		
Texas.....	1	1	0	0							
Vermont.....	0	0	0	0							
Virginia.....	3	3	0	0							
West Virginia.....	1	1	0	0							
Wisconsin.....	6	4	1	0							
Arizona.....	0	0	0	0					1		1
Dakota.....	0	0	0	0							
District of Columbia.....	0	0	0	0							
Idaho.....	1	1	0	0							
Montana.....	0	0	0	0							
New Mexico.....	0	0	0	0							
Utah.....	0	0	0	0							
Washington.....	0	0	0	0							
Wyoming.....	1	0	1	0		1			1		
Foreign.....	0	0	0	0							
At large.....	5	3	2	0			2	1			
Total.....	144	95	42	9	4	12	16	7	22	5	7

a Declined.



TABLE XIV.—*Summary of examinations for admission to the United States Naval Academy for the year 1884-'85.*

States and Territories.	Number of candidates.	Number accepted.	Number rejected.								
			Total.	Physical disability.	On what account.						
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.	Algebra.
Alabama.....	7	4	3	1		1	2	1		1	2
Arkansas.....	1	0	1				1				1
California.....	3	2	1	1							
Colorado.....											
Connecticut.....	1	1									
Delaware.....											
Florida.....											
Georgia.....	3	2	1			1		1	1		1
Illinois.....	6	4	2			2	2	1	1	2	1
Indiana.....	10	5	5			4	4	3	3	3	5
Iowa.....	4	1	3	1		1	2			1	1
Kansas.....	2	2									
Kentucky.....	2	1	1					1		1	1
Louisiana.....	3	3									
Maine.....	2	1	1			1					
Maryland.....	5	3	2	2							
Massachusetts.....	7	5	2	2							
Michigan.....	7	4	3			3	1	3		1	
Minnesota.....											
Mississippi.....	5	2	3	1		2	2	1	1	2	1
Missouri.....	5	4	1				1		1	1	1
Nebraska.....	2	1	1								1
Nevada.....											
New Hampshire.....	2	1	1				1				1
New Jersey.....	4	3	1				1				1
New York.....	20	8	12	2		3	8	1	5	4	9
North Carolina.....	3	0	3			1	3		1	1	3
Ohio.....	9	4	5	1		3	2	1	1	2	2
Oregon.....	1	0	1				1		1	1	1
Pennsylvania.....	7	2	5	1		1	3	1	2	1	3
Rhode Island.....	1	0	1			1	1		1		1
South Carolina.....											
Tennessee.....	5	3	2	1		1	1		1		1
Texas.....	10	3	7	1		5	6	2	4	2	5
Vermont.....	10	4	6			2	6	3	3	3	5
Virginia.....	1	1									
West Virginia.....	3	2	1			1	1			1	1
Wisconsin.....	3	0	3			3	3	1	1	2	2
Arizona.....	8	6	2			2	1		1	1	2
Dakota.....											
District of Columbia.....											
Idaho.....											
Montana.....											
New Mexico.....											
Utah.....											
Washington.....	1	0	1								1
Wyoming.....											
Foreign.....											
At large.....	6	4	2	1							
Total.....	169	86	83	15		37	53	20	28	36	55

TABLE XV.—PART 1.—Degrees conferred in 1884-'85 by universities, colleges, scientific

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. S., Doctor of

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		In course, L. B.	A. B.		A. M.
					In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
1	State Agricultural and Mechanical College, Auburn, Ala.....	5	1				
2	Howard College, Marion, Ala.....	7	3		5		
3	University of Alabama, Tuscaloosa, Ala.....	45	12		28		7
4	Arkansas College, Batesville, Ark.....	6	1		6		
5	Cane Hill College, Booneborough, Ark.....	1			1		
6	Arkansas Industrial University, Fayetteville, Ark.....	14	7	c4	2		4
7	Little Rock University, Little Rock, Ark.....	2	3		1		
8	College of St. Augustine, Benicia, Cal.....	3					
9	University of California, Berkeley, Cal.....	106	0	11	12		2
10	Pierce Christian College, College City, Cal.....	3	0		1		
11	University of Southern California, Los Angeles, Cal.....	5	0		4		
12	St. Ignatius College, San Francisco, Cal.....	5	0		2		
13	St. Mary's College, San Francisco, Cal.....	20			3		
14	University of the Pacific, San José, Cal.....	15	3		2		4
15	Santa Clara College, Santa Clara, Cal.....	13					
16	Pacific Methodist College, Santa Rosa, Cal.....	7			1		
17	Hesperian College, Woodland, Cal.....	5					
18	University of Colorado, Boulder, Colo.....	3					1
19	Colorado College, Colorado Springs, Colo.....	0	0				
20	University of Denver, Denver, Colo.....	9	1		3		1
21	State Agricultural College, Fort Collins, Colo.....	6	0				
22	Trinity College, Hartford, Conn.....	33	6		11		21
23	Storrs Agricultural School, Mansfield, Conn.....	6					4
24	Wesleyan University, Middletown, Conn.....	58	4		39		15
25	Yale College, New Haven, Conn.....	274	11		120		2
26	Delaware College, Newark, Del.....	6	2	1			
27	University of Florida, Tallahassee, Fla.....	1					1
28	University of Georgia, Athens, Ga.....	81	2		19		1
29	Atlanta University, Atlanta, Ga.....	2	0		2		
30	Clark University, Atlanta, Ga.....	2			1		
31	Bowdon College, Bowdon, Ga.....	0	8				8
32	Mercer University, Macon, Ga.....	21	4		20		
33	Pio Nono College, Macon, Ga.....	0	0				
34	Emory College, Oxford, Ga.....	21	2		21		
35	Hedding College, Abingdon, Ill.....	9			1		3
36	Illinois Wesleyan University, Bloomington, Ill.....	54	1		6	n12	
37	St. Viator's College, Bourbonnais Grove, Ill.....	11	0		1		
38	Blackburn University, Carlinville, Ill.....	1	1				
39	Carthage College, Carthage, Ill.....	0	0				
40	St. Ignatius College, Chicago, Ill.....	4	0		4		
41	University of Chicago, Chicago, Ill.....	10	2		3		2
42	Eureka College, Eureka, Ill.....	6			2	r2	
43	Northwestern University, Evanston, Ill.....	97	7	s2	11		10
44	Ewing College, Ewing, Ill.....	8	1		3		
45	Knox College, Galesburg, Ill.....	48	1	u10	9		6
46	Lombard University, Galesburg, Ill.....	11		v1	1		1
47	Illinois College, Jacksonville, Ill.....	12	3		7		

a Honorary degree of C. E.

b "Bachelor of engineering."

c3 of these are B. L. L. ("bachelor of Latin letters").

d Includes 1 honorary degree.

e "Master of accounts."

f2 of these are B. S. cum laude, and 7 are commercial certificates, 1 cum laude

g "M. S. cum laude."

h "Mistress of science."

i Includes 1 honorary degree and 1 ad eundem.

j Certificates of graduation.

k Includes 2 LL. M. and 1 D. C. L.

l1 of these is "bachelor of chemical science."

*and other professional schools, and by schools for the superior instruction of women.*

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master of Science; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Mechanical Engineering; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. Doc., Doctor of Music; D. S., Doctor of Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.

conferred; .... indicates none returned.

[illegible]

*m* "Master of philosophy."

n 4 in course and 8 on examination.

04 in course and 1 on examination.

p Conferred on examination.

These are commercial diplomas.

“Mistress of arts.”

s1 "bachelor of literature" and 1 "master of literature."

<sup>t</sup>Of these, 4 are honorary degrees and 11 are theological diplomas.

u Graduates in ladies' course.

v "Laureate of arts."



TABLE XV.—PART 1.—Degrees conferred in

NOTE.—C shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.		A. B.		A. M.		
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	
48	Lake Forest University, Lake Forest, Ill.	20	1	7	5		2	
49	McKendree College, Lebanon, Ill.	33	4		6		5	4
50	Lincoln University, Lincoln, Ill.	16		b1	8			
51	Monmouth College, Monmouth, Ill.	24	1		17			
52	Northwestern College, Naperville, Ill.	12	0	c3	2			
53	Chaddock College, Quincy, Ill.	19	1	d4	3		3	
54	St. Francis Solanus College, Quincy, Ill.	0	0					
55	Augustana College, Rock Island, Ill.	33	0		15			
56	Shurtleff College, Upper Alton, Ill.	9	2		4		3	
57	University of Illinois, Urbana, Ill. (P. O., Champaign)	22	0	3				
58	Westfield College, Westfield, Ill.	7	0				2	
59	Wheaton College, Wheaton, Ill.	11			2			
60	The Indiana University, Bloomington, Ind.	34	2	9	14		4	
61	Wabash College, Crawfordsville, Ind.	22	3		14			2
62	Franklin College, Franklin, Ind.	7			3		2	
63	DePauw University, Greencastle, Ind.	78	2		34		19	1
64	Hanover College, Hanover, Ind.	18	5		16			
65	Hartsville College, Hartsville, Ind.	4						
66	Butler University, Irvington, Ind.	14	1		3		2	
67	Purdue University, La Fayette, Ind.	11						
68	Union Christian College, Merom, Ind.	6	1					
69	Moore's Hill College, Moore's Hill, Ind.	9			2		2	
70	University of Notre Dame, Notre Dame, Ind.	37	1		3		3	
71	Earlham College, Richmond, Ind.	11	0		6			
72	Ridgeville College, Ridgeville, Ind.	0	1					1
73	Rose Polytechnic Institute, Terre Haute, Ind.	3						
74	Amity College, College Springs, Iowa	5			1			
75	Griswold College, Davenport, Iowa	2	1					
76	Norwegian Luther College, Decorah, Iowa	12	1		12			1
77	Drake University, Des Moines, Iowa	41		d1	2			
78	Parsons College, Fairfield, Iowa	10			5			
79	Upper Iowa University, Fayette, Iowa	17	1		3		9	
80	Iowa College, Grinnell, Iowa	12	0		12			
81	Lenox College, Hopkinton, Iowa		2					1
82	Simpson Centenary College, Indianola, Iowa	15	1		4		2	
83	State University of Iowa, Iowa City, Iowa	127	5		13			4
84	German College, Mount Pleasant, Iowa	3			1		1	
85	Iowa Wesleyan University, Mount Pleasant, Iowa	18	2		3		5	
86	Cornell College, Mount Vernon, Iowa	42	1		9		5	
87	Oskaloosa College, Oskaloosa, Iowa	3			2			
88	Penn College, Oskaloosa, Iowa	9	1		1			1
89	Central University of Iowa, Pella, Iowa	6	0		4			
90	Tabor College, Tabor, Iowa	6	1		2			1
91	Western College, Toledo, Iowa	9	2		6			
92	St. Benedict's College, Atchison, Kans.	7						
93	Baker University, Baldwin City, Kans.	6		1	3			
94	Highland University, Highland, Kans.	5	6		4		1	2
95	University of Kansas, Lawrence, Kans.	23			11		2	
96	Lane University, Leocompton, Kans.	3	2					1
97	Kansas State Agricultural College, Manhattan, Kans.	15	0					
98	Ottawa University, Ottawa, Kans.	0	0					
99	St. Mary's College, St. Mary's, Kans.	3			2			
100	Washburn College, Topeka, Kans.	5	0	m2	1			
101	St. Joseph's College, Bardstown, Ky.	5	0					
102	Berea College, Berea, Ky.	2			1			
103	Ogden College, Bowling Green, Ky.	2	0				2	
104	Centre College, Danville, Ky.	13	8		10		3	3
105	Eminence College, Eminence, Ky.	5			1			

a "Master of philosophy."

b "Mistress of liberal arts."

c "Laureate of English literature."

d These are "B. E. L."

e Graduates in theology.

f "Proficient in art."

g Includes 16 commercial diplomas and 4 certificates for telegraphy.

1884-'85 by universities, colleges, &amp;c.—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.	Medicine.		Law.																				
Sc. B.		Sc. M.		E.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		B. C. & M. E.		D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. P.		M. D.		D. S.		Ph. G.		L. B.		L. D.	
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																	
1										4		a1					1																				48		
5		14								4				3																							49		
7																	1																				50		
7																																					51		
3		2															1	4																		52			
2																																					53		
2																	e16																			54			
18						1				2							2																				55		
1		4																																			56		
2										2																											57		
2												1																									58		
3		3																																			59		
6																	1																				60		
1		1								19																											61		
2																	1																				62		
4																	3																				63		
1										6		a2																									64		
10						1																															65		
4																																					66		
5																																					67		
g26																																					68		
4																																					69		
3																																					70		
4										1																											71		
2																																					72		
3																																					73		
4																																					74		
2																																					75		
j13																																					76		
5										3																											77		
2		3																																			78		
																	1																				79		
																																					80		
																																					81		
2		4								2	a1						1																			82			
7						2				14																										83			
4		6																																			84		
2						5																															85		
										15		a6	1				1																			86			
8										1																											87		
1																																					88		
4										1																											89		
1																																					90		
17		2																																			91		
2																																					92		
																																					93		
																																					94		
																																					95		
3																																					96		
14		1																																			97		
																																					98		
1																																					99		
2																																					100		
n5																																					101		
1																																					102		
																																					103		
																																					104		
4																	4																			105			

A Medical certificate.

f Graduate in ladies' course.

j 12 commercial diplomas and 1 normal diploma.

k Musical diploma.

l "Master of accounts."

m Diplomas in ladies' course.

n 4 of these are commercial certificates.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.				A. B.	A. M.
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
106	Georgetown College, Georgetown, Ky .....	5	1	1		2	
107	South Kentucky College, Hopkinsville, Ky .....	11		ad			
108	Agricultural and Mechanical College of Kentucky, Lexington, Ky .....	8		1			
109	Kentucky University, Lexington, Ky .....	10	0	10			
110	Kentucky Wesleyan College, Millersburg, Ky .....	7	1	1		3	1
111	Kentucky Classical and Business College, North Middletown, Ky .....	0	0				
112	Central University, Richmond, Ky .....	41	5	3		3	1
113	Bethel College, Russellville, Ky .....	6	0	3		1	
114	St. Mary's College, St. Mary's, Ky .....	8					
115	St. Charles College, Grand Coteau, La .....	5					
116	College of the Immaculate Conception, New Orleans, La .....	7		5		1	
117	Leland University, New Orleans, La .....	0	0				
118	New Orleans University, New Orleans, La .....	1	1	1			
119	Straight University, New Orleans, La .....		2				1
120	Tulane University of Louisiana, New Orleans, La .....	85	0			4	
121	Jefferson College (St. Mary's), St. James Parish, La .....		4				3
122	Bowdoin College, Brunswick, Me .....	62	3	23	1	19	
123	Bates College, Lewiston, Me .....	44		23		17	
124	Maine State College of Agriculture and the Mechanic Arts, Orono, Me .....	22					
125	Colby University, Waterville, Me .....	22	7	16		6	3
126	Maryland Agricultural College, Agricultural College, Md .....	2	0				
127	St. John's College, Annapolis, Md .....	8	0	f6	2		
128	United States Naval Academy, Annapolis, Md .....	0	0				
129	Johns Hopkins University, Baltimore, Md .....	22	0	9			
130	Loyola College, Baltimore, Md .....	1				1	
131	Washington College, Chestertown, Md .....	4		4			
132	Rock Hill College, Ellicott City, Md .....	4					
133	St. Charles's College, Ellicott City, Md .....	14		g14			
134	Mt. St. Mary's College, Emmitsburg, Md .....	18		7		5	
135	New Windsor College and Windsor Female College, New Windsor, Md .....	9	4	47	1	1	1
136	Western Maryland College, Westminster, Md .....	24	3	10		14	2
137	Amherst College, Amherst, Mass .....	115	7	f79		29	
138	Massachusetts Agricultural College, Amherst, Mass .....	10	1				
139	Boston College, Boston, Mass .....	20		19		1	
140	Boston University, Boston, Mass .....	122	0	15		1	
141	Massachusetts Institute of Technology, Boston, Mass .....	27	0				
142	Harvard University, Cambridge, Mass .....	302	6	185		12	1
143	Tufts College, College Hill, Mass .....	25	2	17		3	1
144	Williams College, Williamstown, Mass .....	75	5	63		12	2
145	College of the Holy Cross, Worcester, Mass .....	27		25		2	
146	Worcester County Free Institute of Industrial Science, Worcester, Mass .....	25	0				
147	Adrian College, Adrian, Mich .....	15	1	5		1	
148	Michigan State Agricultural College, Agricultural College, Mich .....	31					
149	Albion College, Albion, Mich .....	10	1	5		2	
150	University of Michigan, Ann Arbor, Mich .....	363	4	o12	37	6	
151	Hillsdale College, Hillsdale, Mich .....	44	9	2		4	1
152	Hope College, Holland, Mich .....	13	1	5		8	1
153	Kalamazoo College, Kalamazoo, Mich .....	11	2	4		2	

a Mistress of English literature.

b 5 of these are commercial diplomas and 1

a normal diploma.

c Commercial diplomas.

d "Master in pharmacy."

e Graduates in theology.

f Degree of "proficient."

g Certificates of honor.

h "Master of accounts."

i "Mistress of polite literature."

j 6 of these are "B. A. *extra ordinem*."

k 11 are S. T. B. and 3 certificates of graduation.

l "Bachelor of agricultural science."





TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.	All classes.		Letters.					
	All degrees.					A. B.		A. M.
	In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.	
1	2	3	4	5	6	7	8	
154 Olivet College, Olivet, Mich.....	19	0	4	6		2		
155 St. John's University, Collegeville, Minn.....	25	3						
156 Hamline University, Hamline, Minn.....	8	1		6		2		
157 Augsburg Seminary, Minneapolis, Minn.....	2	0						
158 University of Minnesota, Minneapolis, Minn.....	16	0	6	3				
159 Carleton College, Northfield, Minn.....	22	0	2	8		2		
160 Agricultural and Mechanical College of the State of Missis- sippi, Agricultural College, Miss.....	12							
161 Mississippi College, Clinton, Miss.....	4	3					3	
162 Rust University, Holly Springs, Miss.....	3	2		1				
163 University of Mississippi, Oxford, Miss.....	16	1		3				
164 Alcorn Agricultural and Mechanical College, Rodney, Miss.....	1							
165 Southwest Baptist College, Bolivar, Mo.....	7	6		1		1		
166 Christian University, Canton, Mo.....	6							
167 St. Vincent's College, Cape Girardeau, Mo.....	10							
168 University of the State of Missouri, Columbia, Mo.....	86	1	5	4		6		
169 Grand River College, Edinburg, Mo.....	0	0						
170 Central College, Fayette, Mo.....	5	1		2				
171 Westminster College, Fulton, Mo.....	7	1		3		1		
172 Lewis College, Glasgow, Mo.....	4		2					
173 Pritchett School Institute, Glasgow, Mo.....	8	0		27				
174 William Jewell College, Liberty, Mo.....	2			1				
175 Morrisville College, Morrisville, Mo.....	2	0				1		
176 College of the Christian Brothers, Saint Louis, Mo.....	13			2				
177 Saint Louis University, Saint Louis, Mo.....	6			1		3		
178 Washington University, Saint Louis, Mo.....	11	0		7				
179 Drury College, Springfield, Mo.....	5	2		2		1		
180 Stewartsville College, Stewartsville, Mo.....	7	1						
181 Central Wesleyan College, Warrenton, Mo.....	16	0		2		3		
182 Doane College, Crete, Nebr.....	3			1				
183 University of Nebraska, Lincoln, Nebr.....	26	2	63	3			2	
184 Creighton College, Omaha, Nebr.....	0	0						
185 Methodist Episcopal College of Nebraska, York, Nebr.....	6	3	63		p2			
186 Dartmouth College, Hanover, N. H.....	111	20	6	41		12	13	
187 Stevens Institute of Technology, Hoboken, N. J.....	35							
188 St. Benedict's College, Newark, N. J.....	2							
189 Rutgers College, New Brunswick, N. J.....	17	3		9				
190 College of New Jersey, Princeton, N. J.....	138	9		94		51	1	
191 Seton Hall College, South Orange, N. J.....	18			7		11		
192 St. Bonaventure's College, Allegany, N. Y.....	5			5				
193 St. Stephen's College, Annandale, N. Y.....	8	0		6		2		
194 Wells College, Aurora, N. Y.....	6	0		6				
195 Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.....	63			2				
196 St. Francis College, Brooklyn, N. Y.....	6	17		6			16	
197 Canisius College, Buffalo, N. Y.....	10			10				
198 St. Lawrence University, Canton, N. Y.....	19	1		4		2		
199 Hamilton College, Clinton, N. Y.....	49	4		31		15	3	
200 St. John's College, Fordham, N. Y.....	14	2		9		5		
201 Hobart College, Geneva, N. Y.....	16	1		2		8	1	
202 Madison University, Hamilton, N. Y.....	47	6		19		15		
203 Cornell University, Ithaca, N. Y.....	71		65	6		2		
204 Ingham University, Le Roy, N. Y.....	4			3				
205 College of St. Francis Xavier, New York, N. Y.....	11	7		11			4	

a "Master of accounts."

b Graduates in theology.

c Commercial diplomas.

d Includes 9 "bachelor of pedagogies," 14 "principal in pedagogies," and 2 "bachelor of domestic art."

e "Master of agricultural science."

f 1 of these is "topographical engineer" and 2 are "surveyor."

g "Master of philosophy."

h "Master of English literature."

i Includes 3 *progressus in artibus*.

j Graduate in theology.

k "Engineer of mines."

1884-'85 by universities, colleges, &amp;c.—Continued.

conferred; ..... indicates none returned.

Science.										Philosophy.		Art.	Theology.	Medicine.		Law.	
Se. B.	Se. M.	E.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		C. & M. E.		D. E.		Ph. B.	Ph. D.
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
5	2									5							154
a17																3	155
																1	156
3				2	1	1								b2			157
10																	158
																	159
11	1																160
4																	161
2														2			162
1																3	163
1										9							164
	5																165
6																	166
c10				6	2			f3				g1				4	167
d32										3							168
																	169
3																1	170
1	2													1			171
																	172
														f1			173
a11										1		2					174
																	175
2				2	k1					1							176
15	2													2			177
m5	1													1			178
m2														n4			179
																	180
3															20		181
25	1	2		3													182
c2					q35					1	1			2	21		183
8																	184
3	r1	s2		6										2			185
														1			186
																	187
																	188
																	189
																	190
1																	191
																	192
																	193
																	194
																	195
																	196
11	1																197
																	198
																	199
6																	200
																	201
29	5			9	2	v3	2			1	7	3		h12	u3		202
1															3		203
																	204
																	205

l Includes 1 "master of accounts" and 1

"mistress of accounts."

m Normal diplomas.

n Theological diplomas.

o "Bachelor of literature."

p "Master of literature."

q "Mechanical engineer."

r Includes 2 "doctor of science."

s "Doctor of science."

t 23 diplomas were also given on completion of a three years' course in collegiate department.

u These are S. T. D.

v "Bachelor of mechanical engineering."

w "Bachelor of veterinary science."



TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
206 College of the City of New York, New York, N. Y. ....	35			16			
207 Columbia College, New York, N. Y. ....	396	2	a1	59		12	
208 Manhattan College, New York, N. Y. ....	35	2		27		8	
209 University of the City of New York, N. Y. ....	225			8		4	
210 Vassar College, Poughkeepsie, N. Y. ....	38			35		3	
211 University of Rochester, Rochester, N. Y. ....	35			27		2	
212 Union College, Schenectady, N. Y. ....	125	7		26			2
213 Niagara University, Suspension Bridge, N. Y. ....	8	0		6		2	
214 Syracuse University, Syracuse, N. Y. ....	82	3		25		17	
215 Rensselaer Polytechnic Institute, Troy, N. Y. ....	32						
216 United States Military Academy, West Point, N. Y. ....	0	0					
217 University of North Carolina, Chapel Hill, N. C. ....	26	0		11			
218 Biddle University, Charlotte, N. C. ....	8			5			
219 Davidson College, Davidson College, N. C. ....	12	2		9		3	
220 North Carolina College, Mt. Pleasant, N. C. ....	2	1		2			1
221 Rutherford College, Rutherford College, N. C. ....	4	2		4			
222 Wake Forest College, Wake Forest College, N. C. ....	14	0	4	6		2	
223 Buchtel College, Akron, Ohio. ....	12			2			
224 Ashland College, Ashland, Ohio. ....	13	3		4			
225 Ohio University, Athens, Ohio. ....	4	2				2	1
226 Baldwin University, Berea, Ohio. ....	17	1		7		3	
227 German Wallace College, Berea, Ohio. ....	3	0		2		1	
228 St. Joseph's College, Cincinnati, Ohio. ....	15						
229 St. Xavier College, Cincinnati, Ohio. ....	20			7			
230 University of Cincinnati, Cincinnati, Ohio. ....	6	0	3	2			
231 Case School of Applied Science, Cleveland, Ohio. ....	5						
232 Western Reserve University, Cleveland, Ohio. ....	69	2	1	13			
233 Capital University, Columbus, Ohio. ....	19	0		11		8	
234 Ohio State University, Columbus, Ohio. ....	16			4			
235 Ohio Wesleyan University, Delaware, Ohio. ....	65	0	23	32			
236 Kenyon College, Gambier, Ohio. ....	14	1		12			
237 Denison University, Granville, Ohio. ....	12	0		9		1	
238 Hiram College, Hiram, Ohio. ....	8						
239 Hopedale Normal College, Hopedale, Ohio. ....	m8			5			
240 National Normal University, Lebanon, Ohio. ....	141			126			
241 Marietta College, Marietta, Ohio. ....	14	10		4		9	3
242 Muskingum College, New Concord, Ohio. ....	12	1		7		1	
243 Oberlin College, Oberlin, Ohio. ....	45			36			
244 Rio Grande College, Rio Grande, Ohio. ....	3			2			
245 Scio College, Scio, Ohio. ....	8	0					
246 Heidelberg College, Tiffin, Ohio. ....	4	1		2			
247 Urbana University, Urbana, Ohio. ....	2			1			
248 Otterbein University, Westerville, Ohio. ....	14	3		4		3	1
249 Wilberforce University, Wilberforce, Ohio. ....	8	2		3			
250 Wilmington College, Wilmington, Ohio. ....	2	1		1			1
251 University of Wooster, Wooster, Ohio. ....	67	6		32			
252 Antioch College, Yellow Springs, Ohio. ....	3			3			
253 State Agricultural College, Corvallis, Oreg. ....	4	2		2			
254 University of Oregon, Eugene City, Oreg. ....	13			3			
255 Pacific University and Tualatin Academy, Forest Grove, Oreg. ....	3			1			
256 McMinnville College, McMinnville, Oreg. ....	0	0					
257 Christian College, Monmouth, Oreg. ....	3						
258 Philomath College, Philomath, Oreg. ....	8						
259 Willamette University, Salem, Oreg. ....	13			4			
260 Western University of Pennsylvania, Allegheny City, Pa. ....	12	0				3	
261 Lebanon Valley College, Annville, Pa. ....	5	1		3		2	

a "Doctor of letters."

b "Engineer of mines."

c2 are Ph. M.

d Six are "bachelor of painting".

e Graduates in theology.

f Six are normal graduates.

g "Master of accounts."

h Commercial certificates.

1884-'85 by universities, colleges, &amp;c.—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theol-ogy.	Medicine.				Law.																	
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		B. C. & M. E.		B. D. E.		Ph. B.		Ph. D.		Mus. B.		Mus. Doc.		D. B.		D. D.		M. D.		D. D. S.		Ph. G.		LL. B.		LL. D.		
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	
10				4		640				11		6						134			129	12	206														207	
8				4														175			26	12	208														209	
6				8																																		210
3										5		10						3	33																		211	
3				32													2	11																			212	
1										10												2																213
1																																						214
2																																						215
6																																						216
79																																						217
15																																						218
13																																						219
1																																						220
5																																						221
4																																						222
10																																						223
																																						224
																																						225
																																						226
																																						227
																																						228
																																						229
																																						230
																																						231
																																						232
																																						233
																																						234
																																						235
																																						236
																																						237
																																						238
																																						239
																																						240
																																						241
																																						242
																																						243
																																						244
																																						245
																																						246
																																					</	

i "Doctor of science."

j Includes 1 honorary degree.

k 3 are "mechanical engineer."

l "Master of philosophy."

m Includes 1 degree not specified.

n 9 of these are certificates in normal course.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
262 St. Vincent's College, Beatty, Pa.....	24	.....		a6			
263 Geneva College, Beaver Falls, Pa.....	20		2	11			
264 Dickinson College, Carlisle, Pa.....	27	7		10		15	1
265 Pennsylvania Military Academy, Chester, Pa.....	14	0		1			
266 Lafayette College, Easton, Pa.....	88	9		35		23	4
267 Pennsylvania College, Gettysburg, Pa.....	47	3		22		24	3
268 Thiel College, Greenville, Pa.....	11	8		11			8
269 Grove City College, Grove City, Pa.....	10	2		4		1	1
270 Haverford College, Haverford College, Pa.....	21	2		15		2	2
271 Monongahela College, Jefferson, Pa.....	2	0					
272 Franklin and Marshall College, Lancaster, Pa.....	30	4		21		6	
273 University at Lewisburg, Lewisburg, Pa.....	13	2		8			1
274 Allegheny College, Meadville, Pa.....	25	5		25			2
275 Westminster College, New Wilmington, Pa.....	22	4		16			
276 La Salle College, Philadelphia, Pa.....	7	0		7			
277 University of Pennsylvania, Philadelphia, Pa.....	258	1		28		10	
278 Wagner Free Institute of Science, Philadelphia, Pa.....	0	0					
279 Catholic College of the Holy Ghost, Pittsburg, Pa.....	21						
280 Lehigh University, South Bethlehem, Pa.....	21	0		1			
281 Pennsylvania State College, State College, Pa.....	13			1		3	
282 Swarthmore College, Swarthmore, Pa.....	7	0		4		2	
283 Augustinian College of Villanova, Villanova, Pa.....	1						
284 Washington and Jefferson College, Washington, Pa.....	41	9		32		8	3
285 Brown University, Providence, R. I.....	87	4		49	1	27	1
286 College of Charleston, Charleston, S. C.....	3			3			
287 University of South Carolina, Columbia, S. C.....	21	1		20		1	
288 Erskine College, Due West, S. C.....	7	1		7			
289 Furman University, Greenville, S. C.....	5	1		1		2	
290 Newberry College, Newberry, S. C.....	5	2		3			
291 Claflin University and South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C.....	2	2		2			1
292 Wofford College, Spartanburg, S. C.....	5			5			
293 Adger College, Walhalla, S. C.....	0	0					
294 East Tennessee Wesleyan University, Athens, Tenn.....	13	4		5			
295 King College, Bristol, Tenn.....	5	2		3		2	
296 Southwestern Presbyterian University, Clarksville, Tenn.....	9	1		2		2	
297 Hiwassee College, Hiwassee College, Tenn.....	12	7		8			5
298 Southwestern Baptist University, Jackson, Tenn.....	32						
299 University of Tennessee; Tennessee Agricultural College, Knoxville, Tenn.....	77	1		3		3	
300 Cumberland University, Lebanon, Tenn.....	48	2		10		1	
301 Bethel College, McKenzie, Tenn.....	6	1		2			
302 Maryville College, Maryville, Tenn.....	4	2		2			
303 Christian Brothers' College, Memphis, Tenn.....	9		2				
304 Carson College, Mossy Creek, Tenn.....	0	0					
305 Central Tennessee College, Nashville, Tenn.....	8	0					
306 Fisk University, Nashville, Tenn.....	15	12		15			12
307 Roger Williams University, Nashville, Tenn.....	6			6			
308 Vanderbilt University, Nashville, Tenn.....	130	0		5		1	
309 University of the South, Seawane, Tenn.....	9	3				2	
310 Burritt College, Spencer, Tenn.....	17			1		5	
311 Greenville and Tusculum College, Tusculum, Tenn.....	2						
312 University of Texas, Austin, Tex.....	22			1			
313 State Agricultural and Mechanical College of Texas, College Station, Tex.....	1	0					
314 Southwestern University, Georgetown, Tex.....	n16	2		4		5	

a 4 are diplomas in post graduate course.

b "Master of accounts."

c 3 are B. S. in the auxiliary department of medicine.

d 2 are "mechanical engineer."

e 3 are "bachelor of metallurgy," and 1 "analytical chemist."

f 4 are "mechanical engineer," and 3 "engineer of mines."





TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
315	Baylor University, Independence, Tex.....	1	0				
316	Austin College, Sherman, Tex.....	0	0				
317	Marvin College, Waxahachie, Tex.....	0	0				
318	University of Vermont and State Agricultural College, Burlington, Vt.....	99	6		12		4 2
319	Middlebury College, Middlebury, Vt.....	11	3		3		8 1
320	Norwich University, Northfield, Vt.....	2	1		1		
321	Randolph Macon College, Ashland, Va.....	5	0		2		3
322	Virginia Agricultural and Mechanical College, Blacksburg, Va.....	8	0		2		
323	Emory and Henry College, Emory, Va.....	10	2		10		
324	Hampden Sidney College, Hampden Sidney College, Va.....	13	3		10		3
325	Virginia Military Institute, Lexington, Va.....	17					
326	Washington and Lee University, Lexington, Va.....	16	10		2		2
327	New Market Polytechnic Institute, New Market, Va.....	0	0				
328	Richmond College, Richmond, Va.....	7	3		6		1
329	Roanoke College, Salem, Va.....	10	0		10		
330	University of Virginia, University of Virginia, Va.....	46	0		2		1
331	Bethany College, Bethany, W. Va.....	15	1	2	5		1
332	West Virginia University, Morgantown, W. Va.....	22	7		4		7
333	Lawrence University, Appleton, Wis.....	8	1		2		
334	Beloit College, Beloit, Wis.....	14	1		8		4
335	Galesville University, Galesville, Wis.....		1				
336	University of Wisconsin, Madison, Wis.....	67	2	e19	8	1	1
337	Milton College, Milton, Wis.....	6	9				2
338	Racine College, Racine, Wis.....	0	1				
339	Ripon College, Ripon, Wis.....	3	1				1
340	Columbian University, Washington, D. C.....	111	1		2		5
341	Howard University, Washington, D. C.....	62	0		5		1
342	National Deaf-Mute College, Washington, D. C.....	6	1		4		1
343	Georgetown College, West Washington, D. C.....	59	4		14		2
344	College of Montana, Deer Lodge, Mont.....	0	1				1
345	University of Deseret, Salt Lake City, Utah.....	0	0				
346	University of Washington Territory, Seattle, Wash. Ter.....	6	1				
347	Whitman College, Walla Walla, Wash. Ter.....	0	0				

a "Graduate of agriculture."

b Degree of "graduate."

c 7 of these are honorary.

d This is S. T. D.

e Includes 1 M. L. (master of letters).

f Includes 2 "bachelor of metallurgical engineering" and 1 "metallurgical engineer."





TABLE XV.—PART 2.—Degrees conferred in 1884-'85 by professional schools not connected with universities and colleges.

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
		In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1	2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.								
1 Talladega Theological Seminary, Talladega, Ala .....	1	1						
2 Pacific Theological Seminary, Oakland, Cal. ....	3	3						
3 San Francisco Theological Seminary, San Francisco, Cal. ....	1	a1						
4 Matthews Hall, Denver, Colo. ....	b15							
5 Hartford Theological Seminary, Hartford, Conn. ....	b14							
6 Atlanta Baptist Seminary, Atlanta, Ga. ....	58							
7 Chicago Theological Seminary, Chicago, Ill. ....	6	6						
8 Chicago Theological Seminary of the Lutheran Church, Chicago, Ill. ....	b4							
9 Presbyterian Theological Seminary of the Northwest, Chicago, Ill. ....	b13							
10 Garrett Biblical Institute, Evanston, Ill. ....	c26	9	d6					
11 Wartburg Seminary, Mendota, Ill. ....	b14							
12 Augustana Theological Seminary, Rock Island, Ill. ....	e16							
13 Norwegian Augustana Seminary, Beloit, Iowa .....	b5							
14 College of the Bible, Lexington, Ky. ....	e8							
15 Southern Baptist Theological Seminary, Louisville, Ky. ....	f25							
16 Bangor Theological Seminary, Bangor, Me. ....	e10							
17 Centenary Biblical Institute, Baltimore, Md. ....	e8							
18 Theological Seminary of St. Sulpice and St. Mary's University, Baltimore, Md. ....	g50	h12	i1					
19 Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement, Elcheater, Md. ....	b12							
20 Andover Theological Seminary, Andover, Mass. ....	b13							
21 Episcopal Theological School, Cambridge, Mass. ....	6	6						
22 Newton Theological Institution, Newton Center, Mass. ....	b14							
23 Seabury Divinity School, Faribault, Minn. ....	6	6						
24 Red Wing Norwegian Evangelical Lutheran Seminary, Red Wing, Minn. ....	b5							
25 Evangelical Theological Seminary, Normandy, Mo. ....	b27							
26 Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J. ....	e8							
27 Theological Seminary of the Presbyterian Church, Princeton, N. J. ....	b34							
28 Diocesan Seminary of the Immaculate Conception, South Orange, N. J. ....	b8							
29 Auburn Theological Seminary, Auburn, N. Y. ....	b15							
30 Canton Theological School, Canton, N. Y. ....	e8							
31 Hartwick Seminary, Hartwick Seminary, N. Y. ....	b2							
32 General Theological Seminary of the Protestant Episcopal Church, New York, N. Y. ....	j44	8	7					
33 Rochester Theological Seminary, Rochester, N. Y. ....	b10							
34 St. Joseph's Provincial Seminary, Troy, N. Y. ....	k24							
35 Concordia College, Conover, N. C. ....	1							
36 Lane Theological Seminary, Cincinnati, Ohio. ....	b12							
37 German Lutheran Seminary, Columbus, Ohio. ....	b17							
38 Union Biblical Seminary, Dayton, Ohio. ....	b12							
39 Heidelberg Theological Seminary, Tiffin, Ohio. ....	b8							
40 United Presbyterian Theological Seminary of Xenia, Xenia, Ohio. ....	b6							
41 Theological Seminary of the Reformed Presbyterian Church, Allegheny City, Pa. ....	b7							
42 Theological Seminary of the United Presbyterian Church, Allegheny City, Pa. ....	18	18						

a *Ad eundem* degree.

b Number of graduates reported.

c 11 of these received diplomas only, 9 the degree of B. D. in course, 4 the honorary degree of B. D., and 2 the degree of D. D.

d 4 of these are honorary B. D.

e These are diplomas only.

f 13 "full graduate" and 12 "English graduate."

g This includes 6 A. B., 1 A. M., and 30 priests ordained during the year.

h These are S. T. B. (bachelor of sacred theology).

i S. T. B.

j 29 of these are diplomas and 7 honorary degrees.

k Number of priests ordained during the year.

l This is A. B.

TABLE XV.—PART 2.—Degrees conferred in 1884-'85 by professional schools, &amp;c.—Cont'd.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
43	Western Theological Seminary of the Presbyterian Church, Allegheny City, Pa.	a28							
44	Moravian Theological Seminary, Bethlehem, Pa.	b9	8						
45	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States, Gettysburg, Pa.	c9							
46	Theological Seminary of the Reformed Church in the United States, Lancaster, Pa.	a8							
47	Meadville Theological School, Meadville, Pa.	a9							
48	Divinity School of the Protestant Episcopal Church in Philadelphia, Philadelphia, Pa.	a2							
49	Theological Seminary of the Evangelical Lutheran Church at Philadelphia, Philadelphia, Pa.	a20							
50	Associate Reformed Theological Seminary, Duo West, S. C.	a1							
51	Bishop College, Marshall, Tex.	d1							
52	Union Theological Seminary, Hampden Sidney College, Va.	a9							
53	Richmond Theological Seminary, Richmond, Va.	a8							
54	Protestant Episcopal Theological Seminary of Virginia, Theological Seminary, Va.	a10							
55	Lutheran Theological Seminary of the Synod of Wisconsin, Milwaukee, Wis.	a5							
56	Nashotah House, Nashotah, Wis.	a5							
57	Seminary of St. Francis of Sales, St. Francis, Wis.	e35							
58	Wayland Seminary, Washington, D. C.	a6							
SCHOOLS OF LAW.									
59	Union College of Law of Chicago and Northwestern Universities, Chicago, Ill.	42						42	
60	School of Law, University of Maryland, Baltimore, Md.	18						18	
61	Law School of the Cincinnati College, Cincinnati, Ohio.	55						55	
SCHOOLS OF MEDICINE.									
62	Medical College of Alabama, Mobile, Ala.	34			34				
63	California Medical College, Oakland, Cal.	5			5				
64	Cooper Medical College, San Francisco, Cal.	19			19				
65	Hahnemann Medical College of San Francisco, San Francisco, Cal.	5			5				
66	Atlanta Medical College, Atlanta, Ga.	38			38				
67	Georgia Eclectic Medical College, Atlanta, Ga.	13			13				
68	Southern Medical College, Atlanta, Ga.	31			31				
69	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	38			38				
70	Chicago Homœopathic Medical College, Chicago, Ill.	30			30				
71	College of Physicians and Surgeons of Chicago, Chicago, Ill.	60			60				
72	Hahnemann Medical College and Hospital, Chicago, Ill.	97			97				
73	Rush Medical College, Chicago, Ill.	166			166				
74	Woman's Medical College of Chicago, Chicago, Ill.	22			22				
75	Hospital Medical College of Evansville, Evansville, Ind.	4			4				
76	Medical College of Evansville, Evansville, Ind.	0							
77	Central College of Physicians and Surgeons, Indianapolis, Ind.	10			10				
78	Indiana Eclectic Medical College, Indianapolis, Ind.	8			8				
79	Medical College of Indiana, Indianapolis, Ind.	f31			f31				
80	College of Physicians and Surgeons, Keokuk, Iowa	40			40				
81	Kentucky School of Medicine, Louisville, Ky.	53			58				
82	Louisville Medical College, Louisville, Ky.	63			63				
83	Medical department of the University of Louisville, Louisville, Ky.	84			84				

a Number of graduates reported.

b Includes 1 A. B.

c These are diplomas.

d This is A. B.

e Number of priests ordained during the year.

f 2 are ad eundem degrees and 1 is an honorary degree.

TABLE XV.—PART 2.—Degrees conferred in 1884-'85 by professional schools, &amp;c.—Cont'd.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
84	Portland School for Medical Instruction, Portland, Me ..	0	.....	.....	.....	.....	.....	.....	.....
85	College of Physicians and Surgeons, Baltimore, Md .....	154	.....	.....	154	.....	.....	.....	.....
86	School of Medicine, University of Maryland, Baltimore, Md ..	75	.....	.....	75	.....	.....	.....	.....
87	Woman's Medical College of Baltimore, Baltimore, Md ..	4	.....	.....	4	.....	.....	.....	.....
88	College of Physicians and Surgeons, Boston, Mass .....	5	.....	.....	5	.....	.....	.....	.....
89	Detroit Medical College, Detroit, Mich .....	19	.....	.....	19	.....	.....	.....	.....
90	Michigan College of Medicine, Detroit, Mich .....	21	.....	.....	21	.....	.....	.....	.....
91	Minnesota College Hospital, Minneapolis, Minn .....	17	.....	.....	14	3	.....	.....	.....
92	Kansas City Hospital College of Medicine, Kansas City, Mo ..	20	.....	.....	20	.....	.....	.....	.....
93	Kansas City Medical College, Kansas City, Mo .....	13	.....	.....	9	4	.....	.....	.....
94	Medical department of the University of Kansas City, Kansas City, Mo ..	16	.....	.....	16	.....	.....	.....	.....
95	Northwestern Medical College of St. Joseph, St. Joseph, Mo ..	14	.....	.....	14	.....	.....	.....	.....
96	St. Joseph Medical College, St. Joseph, Mo .....	9	.....	.....	9	.....	.....	.....	.....
97	American Medical College, St. Louis, Mo .....	14	.....	.....	14	.....	.....	.....	.....
98	Homœopathic Medical College of Missouri, St. Louis, Mo ..	9	.....	.....	9	.....	.....	.....	.....
99	Missouri Medical College, St. Louis, Mo .....	88	.....	.....	88	.....	.....	.....	.....
100	St. Louis College of Physicians and Surgeons, St. Louis, Mo ..	12	.....	.....	12	.....	.....	.....	.....
101	St. Louis Medical College, St. Louis, Mo .....	20	.....	.....	20	.....	.....	.....	.....
102	Omaha Medical College, Omaha, Nebr .....	8	.....	.....	8	.....	.....	.....	.....
103	Long Island College Hospital, Brooklyn, N. Y .....	47	.....	.....	47	.....	.....	.....	.....
104	Medical department, University of Buffalo, Buffalo, N. Y ..	48	.....	.....	48	.....	.....	.....	.....
105	Bellerue Hospital Medical College, New York, N. Y .....	134	.....	.....	134	.....	.....	.....	.....
106	Eclectic Medical College of the City of New York, N. Y ..	11	.....	.....	11	.....	.....	.....	.....
107	New York Homœopathic Medical College, New York, N. Y ..	40	.....	.....	40	.....	.....	.....	.....
108	New York Medical College and Hospital for Women, New York, N. Y ..	13	.....	.....	13	.....	.....	.....	.....
109	Woman's Medical College of the New York Infirmary, New York, N. Y ..	11	.....	.....	11	.....	.....	.....	.....
110	American Eclectic Medical College, Cincinnati, Ohio .....	8	.....	.....	8	.....	.....	.....	.....
111	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio ..	25	.....	.....	25	.....	.....	.....	.....
112	Eclectic Medical Institute, Cincinnati, Ohio .....	69	.....	.....	69	.....	.....	.....	.....
113	Medical College of Ohio, Cincinnati, Ohio .....	59	.....	.....	59	.....	.....	.....	.....
114	Miami Medical College, Cincinnati, Ohio .....	27	.....	.....	27	.....	.....	.....	.....
115	Pulte Medical College, Cincinnati, Ohio .....	27	.....	.....	27	.....	.....	.....	.....
116	Homœopathic Hospital College, Cleveland, Ohio .....	30	.....	.....	30	.....	.....	.....	.....
117	Columbus Medical College, Columbus, Ohio .....	18	.....	.....	18	.....	.....	.....	.....
118	Starling Medical College, Columbus, Ohio .....	30	.....	.....	30	.....	.....	.....	.....
119	Northwestern Ohio Medical College, Toledo, Ohio .....	4	.....	.....	4	.....	.....	.....	.....
120	Toledo Medical College, Toledo, Ohio .....	13	.....	.....	13	.....	.....	.....	.....
121	Hahnemann Medical College of Philadelphia, Philadelphia, Pa ..	48	.....	.....	48	.....	.....	.....	.....
122	Jefferson Medical College, Philadelphia, Pa .....	176	.....	.....	176	.....	.....	.....	.....
123	Medico-Chirurgical College of Philadelphia, Philadelphia, Pa ..	5	.....	.....	5	.....	.....	.....	.....
124	Woman's Medical College of Pennsylvania, Philadelphia, Pa ..	22	.....	.....	22	.....	.....	.....	.....
125	Medical College of the State of South Carolina, Charleston, S. C .....	19	.....	.....	17	.....	2	.....	.....
126	Medical department of the University of Nashville, Nashville, Tenn ..	22	.....	.....	22	.....	.....	.....	.....
127	Medical College of Virginia, Richmond, Va .....	21	.....	.....	19	.....	2	.....	.....
128	Medical department of the National University, Washington, D. C ..	1	.....	.....	1	.....	.....	.....	.....
SCHOOLS OF DENTISTRY.									
129	Indiana Dental College, Indianapolis, Ind .....	13	.....	.....	13	.....	.....	.....	.....
130	Baltimore College of Dental Surgery, Baltimore, Md .....	36	.....	.....	36	.....	.....	.....	.....
131	Dental department, University of Maryland, Baltimore, Md ..	36	.....	.....	36	.....	.....	.....	.....



TABLE XV.—PART 2.—Degrees conferred in 1884-'85 by professional schools, &amp;c.—Cont'd.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. D.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
132	Boston Dental College, Boston, Mass.....	27				27			
133	Missouri Dental College, St. Louis, Mo.....	6				6			
134	New York College of Dentistry, New York, N. Y.....	46				46			
135	Ohio College of Dental Surgery, Cincinnati, Ohio.....	23				23			
136	Pennsylvania College of Dental Surgery, Philadelphia, Pa.....	69				69			
137	Philadelphia Dental College, Philadelphia, Pa.....	58				58			
	SCHOOLS OF PHARMACY.								
138	Chicago College of Pharmacy, Chicago, Ill.....	63					63		
139	Louisville College of Pharmacy, Louisville, Ky.....	a8					a8		
140	Louisville School of Pharmacy for Women, Louisville, Ky.....	5					5		
141	Maryland College of Pharmacy, Baltimore, Md.....	33					33		
142	Massachusetts College of Pharmacy, Boston, Mass.....	12					12		
143	St. Louis College of Pharmacy, St. Louis, Mo.....	34					34		
144	College of Pharmacy of the City of New York, New York, N. Y.....	73					73		
145	Philadelphia College of Pharmacy, Philadelphia, Pa....	147					147		
146	Pittsburg College of Pharmacy, Pittsburg, Pa.....	6					6		
147	National College of Pharmacy, Washington, D. C.....	10					b10		

a Includes 1 certificate of proficiency.

b Doctor of pharmacy.

TABLE XV.—PART 3.—Degrees conferred in 1884-'85 by schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Politic Literature; B. Sc., Graduate in Science; M. S. Mus., Mistress of Music.]

	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	M. S. Mus.
1		2	3	4	5	6	7	8	9	10	11	12	13
1	Huntsville Female College, Huntsville, Ala.	15		4					11				
2	Judson Female Institute, Marion, Ala.	12		a12									
3	Marion Female Seminary, Marion, Ala.	6		b6									
4	Synodical Female Institute, Talladega, Ala.	5			5								
5	Alabama Central Female College, Tuscaloosa, Ala.	7		c6	1								
6	Tuscaloosa Female College, Tuscaloosa, Ala.	9		d7	2								
7	College of Notre Dame, San José, Cal.	3										3	
8	Georgia Methodist Female College, Covington, Ga.	6			4							e2	
9	Dalton Female College, Dalton, Ga.	f13											
10	Monroe Female College, Forsyth, Ga.	2			3								
11	Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	13		6	4								g3
12	Methodist College for Young Ladies, Gainesville, Ga.	6		3								3	
13	La Grange Female College, La Grange, Ga.	10		6								4	
14	Southern Female College, La Grange, Ga.	h21		h21									
15	Wesleyan Female College, Macon, Ga.	67		44	23								
16	College Temple, Newnan, Ga.	10			6				4				
17	Shorter College, Rome, Ga.	17		i14									j3
18	Young Female College, Thomasville, Ga.	8		8									
19	Illinois Female College, Jacksonville, Ill.	16						10	c				
20	St. Mary's School, Knoxville, Ill.	13		13									
21	Ferry Hall, Lake Forest University, Lake Forest, Ill.	7							h7				
22	Rockford Seminary, Rockford, Ill.	0	0										
23	DeFauw College for Young Women, New Albany, Ind.	6			2				4				
24	Immaculate Conception Academy, Davenport, Iowa.	5		15									
25	Callanan College, Des Moines, Iowa	10							6			4	
26	Clinton College, Clinton, Ky.	3		2	1								
27	Caldwell Female College, Danville, Ky.	0	0										
28	Daughters College, Harrodsburg, Ky.	16		m16									
29	Bethel Female College, Hopkinsville, Ky.	n5		n5									
30	Sayre Female Institute, Lexington, Ky.	o14		o14									
31	Louisville Female College, Louisville, Ky.	16		16									
32	Millersburg Female College, Millersburg, Ky.	7		2					4			e1	
33	Jessamine Female Institute, Nicholasville, Ky.	12		12									
34	Bombon Female College, Paris, Ky.	n3		n3									
35	Lozan Female College, Russellville, Ky.	4			3				1				
36	Science Hall School, Shelbyville, Ky.	3		3									
37	Stuart's Female College, Shelbyville, Ky.	5			5								
38	Cedar Bluff Female College, Woodburn, Ky.	10			4				4			e2	

a3 are "full graduate" and 9 are graduates in the eclectic course.

b1 full graduate, 1 graduate in a school, and 4 graduates in art department.

c These are "full graduate."

d6 are "English graduate" and 1 "full graduate."

e "Mistress of science."

f Degrees not specified.

g These are P. M. (proficiency in music).

h 10 are diplomas on completion of English course, and 11 on completion of Latin course.

i 7 are "full graduate" and 7 "eclectic graduate."

j Graduates in music.

k Bachelor of literature.

l Diplomas received on completion of regular course.

m Degree of "graduate."

n Diplomas received on completion of English course.

o 6 are diplomas on completion of regular course, and 8 on completion of English course.

TABLE XV.—PART 3.—Degrees conferred in 1884-'85 by schools, &amp;c.—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	E. Sc.	Mis. Mus.
		In course.	Honorary.										
1		2	3	4	5	6	7	8	9	10	11	12	13
20	Silliman Female Collegiate Institute, Clinton, La.	0	0										
40	Keachi College, Keachi, La.	10			1				9				
41	Mansfield Female College, Mansfield, La.	3			1				2				
42	Minden Female College, Minden, La.	7			2				25				
43	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	6		1	5								
44	Baltimore Female College, Baltimore, Md.	6		1					5				
45	Lutherville Female Seminary, Lutherville, Md.	0	0										
46	Abbot Academy, Andover, Mass.	0	0										
47	Lasell Seminary for Young Women, Amherst, Mass.	113		10								d2	e1
48	The Swain Free School, New Bedford, Mass.	2										f1	g1
49	Smith College, Northampton, Mass.	53		44	9								
50	Wellesley College, Wellesley, Mass.	56		33								18	h5
51	Bennet Seminary, Minneapolis, Minn.	7		4								3	
52	Whitworth Female College, Brookhaven, Miss.	20							17			i2	h1
53	Central Female Institute, Clinton, Miss.	0	0										
54	East Mississippi Female College, Meridian, Miss.	3							3				
55	Union Female College, Oxford, Miss.	15			3				12				
56	Chickasaw Female College, Pontotoc, Miss.	9		j3									
57	Starkville Female Institute, Starkville, Miss.	6							a6				
58	Christian Female College, Columbia, Mo.	1		1									
59	Stephens College, Columbia, Mo.	9		6									h3
60	Howard Female College, Fayette, Mo.	5			2				3				
61	Fulton Synodical Female College, Fulton, Mo.	10			4							h6	
62	St. Louis Seminary, Jennings, Mo.	3		3									
63	Baptist Female College, Lexington, Mo.	7		j7									
64	The Elizabeth Ann Female Seminary, Lexington, Mo.	11										i3	m5
65	Bishop Whitaker's School for Girls, Reno, Nev.	5		c5									
66	New Hampshire Conference Seminary and Female College, Tilton, N. H.	3						1	2				
67	Pennington Seminary, Pennington, N. J.	7							7				
68	Brooklyn Heights Seminary, Brooklyn, N. Y.	6		6									
69	Claverack College and Hudson River Institute, Claverack, N. Y.	13		7						n1			o5
70	Asheville Female College, Asheville, N. C.	7		7									
71	Charlotte Female Institute, Charlotte, N. C.	6		6									
72	Chowan Baptist Female Institute, Murfreesborough, N. C.	3		p3									
73	Thomasville Female College, Thomasville, N. C.	2		1	1								
74	Cincinnati Wesleyan College, Cincinnati, Ohio.	11		4	2							5	
75	Glendale Female College, Glendale, Ohio.	7			7								

a M. E. (mistress of English).

b Diplomas certifying to course of study pursued.

c Diplomas conferred on completion of regular course.

d These are diplomas in cooking.

e Diploma in music.

f Diploma for full normal course.

g Diploma for full course in the art department.

h "Bachelor of music."

i B. T. (bachelor of teaching).

j Degree of "graduate."

k "Mistress of science."

l Includes 4 normal diplomas.

m 4 "bachelor of piano music," and 1 "bachelor of vocal music."

n "Bachelor of philosophy."

o Graduates in music.

p1 diploma of "full graduate" and 2 English diplomas.



TABLE XV.—PART 3.—Degrees conferred in 1884-'85 by schools, &amp;c.—Continued.

	Institutions and locations.	All degrees.												
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	
76	Hillsborough Female College, Hillsborough, Ohio.	10	.....	.....	.....	.....	.....	1	9	.....	.....	.....	.....	
77	Anderson Female Seminary, Anderson, S. C.	4	a1	b4	.....	.....	.....	.....	.....	.....	.....	.....	.....	
78	Columbia Female College, Columbia, S. C.	19	.....	14	.....	.....	.....	.....	5	.....	.....	.....	.....	
79	Due West Female College, Due West, S. C.	22	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	
80	Greenville Female College, Greenville, S. C.	12	.....	c12	.....	.....	.....	.....	.....	.....	.....	.....	.....	
81	Walhalla Female College, Walhalla, S. C.	5	.....	.....	d5	.....	.....	.....	.....	.....	.....	.....	.....	
82	Wesleyan Female College, Brownsville, Tenn.	2	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	
83	Broadhurst Institute, Clarksville, Tenn.	2	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	
84	Tennessee Female College, Franklin, Tenn.	24	.....	4	.....	.....	.....	e20	.....	.....	.....	.....	.....	
85	Memphis Conference Female Institute, Jackson, Tenn.	10	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....	
86	La Grange Female College, La Grange, Tenn.	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	
87	Cumberland Female College, McMinnville, Tenn.	12	.....	.....	3	.....	.....	.....	9	.....	.....	.....	.....	
88	Soule Female College, Murfreesborough, Tenn.	9	.....	.....	2	.....	.....	.....	7	.....	.....	.....	.....	
89	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	56	.....	.....	56	.....	.....	.....	.....	.....	.....	.....	.....	
90	Mary Sharp College, Winchester, Tenn.	17	.....	7	3	.....	7	.....	.....	.....	.....	.....	.....	
91	Dallas Female College, Dallas, Tex. ....	15	.....	.....	1	.....	.....	.....	14	.....	.....	.....	.....	
92	Woodland Female College, Paris, Tex. ....	3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	
93	Vermont Methodist Seminary and Female College, Montpelier, Vt.	5	.....	.....	.....	.....	.....	1	4	.....	.....	.....	.....	
94	Martha Washington College, Abingdon, Va.	7	.....	.....	5	.....	.....	.....	.....	.....	.....	2	.....	
95	Roanoke Female College, Danville, Va. ....	f32	.....	f32	.....	.....	.....	.....	.....	.....	.....	.....	.....	
96	Marion Female College, Marion, Va. ....	6	.....	g6	.....	.....	.....	.....	.....	.....	.....	.....	.....	
97	Norfolk College for Young Ladies, Norfolk, Va.	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	
98	Southern Female College, Petersburg, Va.	h32	.....	.....	.....	.....	.....	.....	i2	.....	.....	.....	.....	
99	Richmond Female Institute, Richmond, Va.	9	.....	j5	4	.....	.....	.....	.....	.....	.....	.....	.....	
100	Wesleyan Female Institute, Staunton, Va.	12	.....	k12	.....	.....	.....	.....	.....	.....	.....	.....	.....	
101	Wheeling Female College, Wheeling, W. Va.	7	.....	.....	3	.....	.....	.....	.....	.....	.....	4	.....	
102	Milwaukee College, Milwaukee, Wis. ....	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	

a Honorary diploma.

b Diplomas conferring the title of "full graduate."

c2 received the degree of "full graduate," and 10 are graduates in separate schools.

d "Maid of arts."

e "Master of English."

f5 are "full graduate," and 27 graduates in schools.

g4 are "full graduate," and 2 "graduate in English course."

h30 of these are graduates in schools.

i M. E. C. L. (mistress of English and classical literature).

j These are "literary graduate."

k The degree of "full graduate."

TABLE XVI.—Statistics of public libraries numbering 300 volumes and upwards for 1884-'85.

NOTE.—Explanation of abbreviations: Sch., School; Col., College; Soc'y, College society libraries; Soc'l, Social; Med., Medical; The'l, Theological; Hist'l, Historical; Sci., Scientific; San., Sanitary; Mer., Mercantile; Y. M. C. A., Young Men's Christian Association; Gov't, Government; Ter., Territorial; Gar., Garrison; A. & R., Asylum and reformatory; Gen., General; 0 signifies no or none; .... signifies no answer.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1	Auburn, Ala.....	Agricultural and Mechanical College.	1873	.....	Col.....	1,500
2	Auburn, Ala.....	Society Libraries (2).....	.....	.....	Soc'y.....	1,500
3	Eufaula, Ala.....	Union Female College.....	.....	.....	Col.....	350
4	Florence, Ala.....	Ladies' Library.....	1885	Free..	Soc'l.....	350
5	Gainesville, Ala.....	Gainesville Book Club*.....	1870	Sub..	Soc'l.....	820
6	Greensborough, Ala.....	Southern University.....	1859	.....	Col.....	*1,470
7	Huntsville, Ala.....	Belles-Lettres Library of the Huntsville Female College.	1853	Free..	Col.....	3,987
8	Huntsville, Ala.....	Huntsville Female Seminary.....	1829	Free..	Sch.....	800
9	Huntsville, Ala.....	State Normal and Industrial School.....	.....	.....	Sch.....	*200
10	Huntsville, Ala.....	Young Men's Christian Association.....	1885	Free..	Y. M. C. A.....	500
11	Marion, Ala.....	Howard College.....	1841	Free..	Col.....	5,000
12	Marion, Ala.....	Society Libraries (2).....	.....	.....	Soc'y.....	1,000
13	Marion, Ala.....	Judson Female Institute.....	1836	.....	Sch.....	3,600
14	Marion, Ala.....	Marion Female Seminary.....	1833	.....	Sch.....	*1,000
15	Marion, Ala.....	State Normal School and University for the Colored Race.	.....	.....	Sch.....	400
16	Marion, Ala.....	Young Men's Christian Association.....	1885	Free..	Y. M. C. A.....	800
17	Mobile, Ala.....	Medical College of Alabama.....	1860	.....	Med.....	*500
18	Mobile, Ala.....	Mobile Bar Library.....	1872	Sub..	Law.....	4,000
19	Mobile, Ala.....	Mobile Library.....	1879	Sub..	Gen.....	5,300
20	Near Mobile, Ala.....	Spring Hill College.....	1829	Free..	Col.....	12,000
21	Near Mobile, Ala.....	Reading Room Association.....	.....	.....	Soc'y.....	1,000
22	Montgomery, Ala.....	State and Supreme Court Library.....	1828	Free..	State.....	17,526
23	Montgomery, Ala.....	State Board of Health.....	1884	Free..	San. sci.....	3,000
24	Opelika, Ala.....	Library Association.....	1877	Sub..	Gen.....	700
25	Selma, Ala.....	Alabama Baptist Normal and Theological School.	.....	Sub..	Sch.....	880
26	Selma, Ala.....	Dallas Bar Library.....	1855	Sub..	Law.....	600
27	Selma, Ala.....	Young Men's Christian Association.....	.....	Free..	Y. M. C. A.....	1,000
28	Summerville, Ala.....	Young Ladies' Academy of the Visitation.*	.....	.....	Sch.....	3,000
29	Talladega, Ala.....	Institution for the Deaf and Dumb and the Blind.	1860	Free..	A. & R.....	560
30	Talladega, Ala.....	Synodical Female Institute.....	1852	Free..	Sch.....	400
31	Talladega, Ala.....	Talladega College.....	1875	.....	Col.....	3,500
32	Talladega, Ala.....	Theological Department.....	.....	.....	The'l.....	1,000
33	Tuscaloosa, Ala.....	Alabama Central Female College..	.....	.....	Col.....	400
34	Tuscaloosa, Ala.....	Alabama Historical Society*.....	1850	.....	Hist'l.....	500
35	Tuscaloosa, Ala.....	Book Club.....	1876	Sub..	Soc'l.....	400
36	Tuscaloosa, Ala.....	Institute for Training Colored Ministers.	1880	Free..	The'l.....	1,200
37	Tuscaloosa, Ala.....	Pierson Library (Alabama Insane Hospital).	1860	Free..	A. & R.....	1,500
38	Tuscaloosa, Ala.....	Tuscaloosa Female College.....	1850	Free..	Col.....	4,000
39	Tuskegee, Ala.....	Tuskegee Normal School.....	1831	Free..	Sch.....	2,000
40	University, Ala.....	University of Alabama.....	1831	Free..	Col.....	6,300
41	University, Ala.....	Society Libraries.....	.....	.....	Soc'y.....	600
42	Prescott, Ariz.....	Territorial Library.....	1864	Free..	Law.....	5,000
43	Tombstone, Ariz.....	Public Library.....	1884	Sub..	Gen.....	400
44	Tucson, Ariz.....	Public Library.....	1881	.....	Gen.....	800
45	Yuma, Ariz.....	Prison Library.....	1884	Free..	A. & R.....	2,450
46	Batesville, Ark.....	Arkansas College.....	1873	.....	Col.....	700
47	Booneville, Ark.....	Fort Smith District High School.....	.....	Free..	Sch.....	650
48	Clinton, Ark.....	Clinton Male and Female Academy*	.....	.....	Sch.....	600
49	Fayetteville, Ark.....	Arkansas Industrial University.....	1872	Free..	Col.....	6,000
50	Pine Bluff, Ark.....	Branch Normal College.....	.....	.....	Sch.....	1,000
51	Helena, Ark.....	Southland College and Normal Institute.*	1864	Free..	Sch.....	2,500
52	Little Rock, Ark.....	Arkansas Female College.....	.....	.....	Col.....	200
53	Little Rock, Ark.....	Arkansas School for the Blind.....	1859	Free..	Sch.....	923
54	Little Rock, Ark.....	Arkansas State Library.....	1840	Free..	State.....	20,000
55	Little Rock, Ark.....	Little Rock Commercial College.....	.....	.....	Sch.....	310

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
56	Little Rock, Ark.....	Little Rock University.....			Col.....	1,500
57	Little Rock, Ark.....	Masonic Library.....	1833	Free	Masonic..	2,500
58	Little Rock, Ark.....	Marquand Library.....		Sub.	Gen.....	5,000
59	Little Rock, Ark.....	Philander Smith College.....			Col.....	500
60	Little Rock, Ark.....	Supreme Court Library.....	1836	Free	Law.....	5,000
61	Searcy, Ark.....	Searcy Male and Female College.....			Col.....	600
62	Alameda, Cal.....	Free Library and Reading Room.....	1876	Free	Gen.....	5,150
63	Alamo, Cal.....	Alamo District School Library.....			Sch.....	350
64	Anaheim, Cal.....	Public School Library.....		Free	Sch.....	500
65	Arcata, Cal.....	Jane's School District Library.....	1876	Free	Sch.....	400
66	Arcata, Cal.....	Union School District Library.....	1859	Free	Sch.....	300
67	Auburn, Cal.....	Public School Library.....	1865	Free	Sch.....	700
68	Auburn, Cal.....	Siorra Normal College and Business Institute.....			Sch.....	300
69	Benicia, Cal.....	Missionary College of St. Augustine.....	1870	Free	Col.....	3,700
70	Benicia, Cal.....	Society Library.....			Soc'y.....	500
71	Benicia, Cal.....	St. Catherine's Academy.....			Sch.....	500
72	Benicia, Cal.....	St. Mary's Hall*.....	1874	Free	Sch.....	300
73	Benicia, Cal.....	Young Ladies' Seminary.....	1852	Free	Sch.....	1,500
74	Berkeley, Cal.....	Harmon Seminary*.....			Sch.....	400
75	Berkeley, Cal.....	Institution for the Deaf and Dumb and the Blind.....	1866	Free	Sch.....	1,050
76	Berkeley, Cal.....	Odd Fellows' Library.....	1881	Free	I. O. O. F.....	300
77	Berkeley, Cal.....	University of California.....	1869	Free	Col.....	26,773
78	Mt. Hamilton, Cal.....	Lick Observatory.....	1876		Sci.....	2,000
79	Blocksburg, Cal.....	Larabee School District Library.....	1880	Free	Sch.....	374
80	Brentwood, Cal.....	Liberty District School Library.....			Sch.....	321
81	Byron, Cal.....	Excelsior District School Library.....			Sch.....	300
82	Central Point, Cal.....	Los Baños School District Library.....	1872	Free	Sch.....	450
83	Chico, Cal.....	Free Library.....	1879	Sub.	Gen.....	500
84	Chico, Cal.....	School Library.....			Sch.....	700
85	Clayton, Cal.....	Mt. Diablo District School Library.....			Sch.....	400
86	Cloverdale, Cal.....	Library Association.....	1878	Sub.	Gen.....	400
87	Coulterville, Cal.....	School Library.....	1869	Free	Sch.....	400
88	Eureka, Cal.....	Eureka Public School Library.....	1868	Free	Sch.....	500
89	Evergreen, Cal.....	Evergreen Library.....	1859	Free	Sch.....	400
90	Folsom, Cal.....	Granite District School Library.....	1860	Free	Sch.....	450
91	Fort Mason, Cal. (P. O., San Francisco).	Battery M, First Artillery.....		Free	Gar.....	800
92	Galt, Cal.....	Galt Public School Library.....	1869	Both.	Sch.....	300
93	Gilroy, Cal.....	Gilroy School District Library.....	1874	Free	Sch.....	400
94	Healdsburg, Cal.....	Public School Library.....		Free	Sch.....	1,000
95	Hollister, Cal.....	Woman's Christian Temperance Union Circulating Library.....	1884	Sub.	Soc'l.....	600
96	Hornitos, Cal.....	Hornitos Public School Library.....	1858	Free	Sch.....	300
97	Hueneme, Cal.....	Public Library.....	1883	Sub.	Gen.....	900
98	Irving, Cal.....	Washington College.....			Sch.....	300
99	Knight's Ferry, Cal.....	Public Library.....	1860	Free	Gen.....	750
100	La Grange, Cal.....	Branch School District Library.....	1862	Free	Sch.....	349
101	Lakoport, Cal.....	Lakeport Academy.....			Sch.....	360
102	Livermore, Cal.....	Public Library.....	1878	Free	Gen.....	350
103	Livermore, Cal.....	Public School Library.....	1872	Free	Sch.....	502
104	Lodi, Cal.....	Free Library and Reading Room.....	1885	Sub.	Gen.....	1,200
105	Los Angeles, Cal.....	Historical Society of Southern California.....	1883	Sub.	Hist'l.....	347
106	Los Angeles, Cal.....	Public Library.....	1872	Sub.	Gen.....	3,904
107	Los Angeles, Cal.....	St. Vincent's College.....	1867	Free	Col.....	2,000
108	Los Angeles, Cal.....	University of Southern California.....	1880	Free	Col.....	1,000
109	Martinez, Cal.....	Martinez District School Library.....			Sch.....	653
110	Marysville, Cal.....	City Library.....	1858	Free	Gen.....	4,000
111	Marysville, Cal.....	College of Notre Dame.....			Sch.....	400
112	Merced, Cal.....	Bear Creek District Library.....	1872	Free	Sch.....	300
113	Merced, Cal.....	Merced School District Library.....	1873	Free	Sch.....	500
114	Mills Seminary, Cal.....	Sage Library.....	1884	Free	Col.....	3,000
115	Modesto, Cal.....	Adamsville School District Library.....	1862	Free	Sch.....	383
116	Modesto, Cal.....	Modesto School District Library.....	1871	Free	Sch.....	375
117	Napa, Cal.....	Free Public Library.....	1885	Free	Gen.....	1,500
118	Napa, Cal.....	Napa College.....	1870	Free	Col.....	450
119	Napa, Cal.....	Oak Mound Library.....	1874	Free	Sch.....	300
120	Nevada City, Cal.....	I. O. O. F. Library.....		Both.	I. O. O. F.....	2,200
121	New Almaden, Cal.....	Hacienda School Library.....	1868	Free	Sch.....	400

\* From a return for 1884.

e Books and pamphlets.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
122	New Almaden, Cal.....	Hill School District.....	1865	Free..	Sch.....	510
123	Nortonville, Cal.....	Carbondale School Library.....	1865	.....	Sch.....	769
124	Oakdale, Cal.....	School District Library.....	1872	Free..	Sch.....	300
125	Oakland, Cal.....	Convent of Our Lady of the Sacred Heart.	1869	.....	Sch.....	1,200
126	Oakland, Cal.....	Free Public Library.....	21808	Free..	Gen.....	10,738
127	Oakland, Cal.....	Hopkins Academy.....	.....	.....	Sch.....	809
128	Oakland, Cal.....	Oakland High School.....	1899	Free..	Sch.....	500
129	Oakland, Cal.....	Odd Fellows' Library.....	1867	.....	I. O. O. F.....	4,263
130	Oakland, Cal.....	Pacific Theological Seminary.....	1800	Free..	Theol.....	3,750
131	Oakland, Cal.....	Perry Seminary.....	.....	.....	Sch.....	360
132	Oakland, Cal.....	St. Joseph's Academy.....	.....	.....	Sch.....	5,550
133	Orange, Cal.....	Public Library Association.....	1885	Sub.....	Gen.....	800
134	Oroville, Cal.....	Ladies' Library Association.....	1860	Sub.....	Soc'l.....	2,150
135	Oroville, Cal.....	School Library.....	1864	.....	Sch.....	300
136	Pacheco, Cal.....	Pacheco District School Library.....	.....	.....	Sch.....	548
137	Pasadena, Cal.....	Pasadena Library.....	1884	Sub.....	Gen.....	1,500
138	Petaluma, Cal.....	Public Library.....	1867	Free..	Gen.....	3,500
139	Pioneer, Cal.....	Pioneer School District Library.....	.....	Free..	Sch.....	300
140	Placerville, Cal.....	Neptune Library.....	1856	Sub.....	Gen.....	4,000
141	Pleasanton, Cal.....	Tassajara District School Library.....	.....	.....	Sch.....	300
142	Red Bluff, Cal.....	Odd Fellows' Library.....	1868	Free..	I. O. O. F.....	464
143	Red Bluff, Cal.....	Public School Library.....	.....	Free..	Sch.....	450
144	Riverside, Cal.....	Library Association.....	1879	Sub.....	Gen.....	1,050
145	Rohnerville, Cal.....	Rohnerville School District Library.....	.....	.....	Sch.....	330
146	Sacramento, Cal.....	California State Library.....	1850	Free..	State.....	61,612
147	Sacramento, Cal.....	Free Public Library.....	1879	Free..	Gen.....	11,778
148	Sacramento, Cal.....	Sacramento Business College.....	1873	Free..	Sch.....	800
149	Sacramento, Cal.....	Sacramento Institute.....	.....	.....	Sch.....	1,000
150	Sacramento, Cal.....	St. Joseph's Academy.....	1860	Both.....	Sch.....	3,000
151	St. Helena, Cal.....	St. Helena School District Library.....	1874	Free..	Sch.....	512
152	San Bernardino, Cal.....	Library Association.....	1881	Sub.....	Gen.....	450
153	San Buenaventura, Cal.....	Ventura Public Library.....	1874	Free..	Gen.....	2,500
154	San Diego, Cal.....	Library of City School System.....	.....	Free..	Sch.....	450
155	San Diego, Cal.....	Public Library.....	1878	.....	Gen.....	1,000
156	San Diego, Cal.....	San Diego Society of Natural History.	1874	.....	Sci.....	458
157	San Felipe, Cal.....	Pacheco School Library.....	1871	Free..	Sch.....	322
158	San Francisco, Cal.....	Bancroft Pacific Library.....	1859	Free..	Sci.....	45,000
159	San Francisco, Cal.....	Barnard's Business College.....	.....	.....	Sch.....	350
160	San Francisco, Cal.....	Biblioteca Española é Hispano-Americana de San Francisco.	1862	Sub.....	Gen.....	650
161	San Francisco, Cal.....	Bibliothèque de la Ligue Nationale Française.	1875	Sub.....	Gen.....	13,000
162	San Francisco, Cal.....	Bohemian Club (Pine street).....	1872	Free..	Soc'l.....	2,000
163	San Francisco, Cal.....	Boys and Girls' Aid Society.....	1874	Free..	A. & R.....	800
164	San Francisco, Cal.....	California Academy of Sciences.....	1853	Free..	Sci.....	10,000
165	San Francisco, Cal.....	Chamber of Commerce.....	1850	Free..	Mer.....	1,025
166	San Francisco, Cal.....	City and County Alms House.....	1870	Free..	A. & R.....	600
167	San Francisco, Cal.....	College of Notre Dame of San Francisco.*	1866	.....	Sch.....	1,250
168	San Francisco, Cal.....	Geographical Society of the Pacific.	1881	Free..	Sci.....	300
169	San Francisco, Cal.....	Grand Lodge, F. and A. M., of the State of California.	1850	Free..	Masonic.....	1,700
170	San Francisco, Cal.....	Hahnemann Medical College of San Francisco.	.....	.....	Med.....	300
171	San Francisco, Cal.....	Heald's Business College.....	.....	.....	Sch.....	1,000
172	San Francisco, Cal. (1026 Valencia st.).	Irving Institute.....	1881	Free..	Sch.....	500
173	San Francisco, Cal.....	Knights of Pythias Library.....	.....	Free..	Soc'l.....	4,201
174	San Francisco, Cal.....	La Salle Library (Sacred Heart College).	1877	Sub.....	Col.....	3,000
175	San Francisco, Cal.....	Law Library of the Bar Association of San Francisco.	1884	.....	Law.....	3,724
176	San Francisco, Cal.....	Law Library Southern Pacific Company.	1863	Free..	Law.....	8,500
177	San Francisco, Cal.....	Mariners' Free Reading Room Library.	1876	Free..	Soc'l.....	1,000
178	San Francisco, Cal.....	Mechanics' Institute.....	1855	Sub.....	Soc'l.....	40,000
179	San Francisco, Cal.....	Mercantile Library Association.....	1853	Sub.....	Mer.....	55,000
180	San Francisco, Cal.....	Microscopical Society Library.....	1872	Sub.....	Sci.....	500

\* From a return of 1884.

\* As a subscription library; as a free library in 1877.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Chass.	Number of volumes.
181	San Francisco, Cal.....	Military Library.....	1873	Sub..	Military ..	1,223
182	San Francisco, Cal.....	New Jerusalem Church Free Li- brary.	1866	Free..	Soc'l.....	1,200
183	San Francisco, Cal.....	Odd Fellows' Library.....	1854	Sub..	I. O. O. F.	40,131
184	San Francisco, Cal.....	Pacific Hebrew Orphan Asylum and Home Society.	.....	Free..	A. & R.....	600
185	San Francisco, Cal.....	Post Library (Presidio of San Fran- cisco).	.....	Free..	Gar.....	1,290
186	San Francisco, Cal.....	St. Ignatius College .....	1855	.....	Col.....	12,000
187	San Francisco, Cal.....	Senior Philhistorian Debating Society.	1863	Free..	Soc'y .....	500
188	San Francisco, Cal.....	Sodality Library (ladies') .....	1870	Free..	Soc'y .....	1,620
189	San Francisco, Cal.....	St. Mary's College .....	1863	Sub..	Col.....	5,250
190	San Francisco, Cal.....	San Francisco Art Association .....	1872	Free..	Art.....	360
191	San Francisco, Cal.....	San Francisco Free Public Library.	1879	Free..	Gen.....	65,040
192	San Francisco, Cal.....	San Francisco Law Library.....	1865	Sub..	Law.....	25,500
193	San Francisco, Cal.....	San Francisco Roman Catholic Fe- male Orphan Asylum.	.....	Free..	A. & R.....	500
194	San Francisco, Cal.....	San Francisco Veten.....	1853	Free..	Soc'l.....	3,560
195	San Francisco, Cal.....	School Libraries (16).....	.....	.....	Sch.....	9,414
196	San Francisco, Cal.....	Society of California Pioneers .....	1850	.....	Hist'l.....	3,000
197	San Francisco, Cal.....	State Mining Bureau .....	1880	Free..	Sci.....	650
198	San Francisco, Cal. (107 Battery st.).	Sutro Library.....	(a)	Free..	Sci.....	110,000
199	San Francisco, Cal.....	Theological Seminary of San Fran- cisco.	1871	.....	The'l.....	16,000
200	San Francisco, Cal.....	United States Mint.....	.....	.....	Gov't.....	755
201	San Francisco, Cal.....	Young Men's Christian Association.	1853	Free..	Y. M. C. A.	4,000
202	San José, Cal .....	College of Notre Dame.....	1851	.....	Sch.....	3,500
203	San José, Cal .....	Free Public Library.....	1880	Free..	Gen.....	6,500
204	San José, Cal .....	Hester School Library.....	.....	Free..	Sch.....	350
205	San José, Cal .....	Law Library.....	1875	Sub..	Law.....	3,000
206	San José, Cal .....	State Normal School.....	1862	Free..	Sch.....	1,700
207	Los Angeles, Cal.....	Branch State Normal School.....	.....	.....	Sch.....	600
208	San José, Cal .....	University of the Pacific .....	1854	Both..	Col.....	3,000
209	San José, Cal .....	Society Libraries.....	.....	.....	Soc'y .....	1,245
210	San José, Cal .....	Young Men's Christian Association.	1884	Free..	Y. M. C. A.	300
211	San Juan, Cal.....	San Juan School Library .....	.....	.....	Sch.....	404
212	San Luis Obispo, Cal.....	I. O. O. F. Library.....	1871	Free..	I. O. O. F.	1,000
213	San Mateo, Cal .....	Laurel Hall'.....	1864	.....	Sch.....	400
214	San Mateo, Cal .....	St. Matthew's Hall.....	.....	.....	Sch.....	700
215	San Pablo, Cal.....	Mt. Pleasant District School Li- brary.	.....	.....	Sch.....	492
216	San Pablo, Cal.....	San Pablo District School Library .....	.....	.....	Sch.....	520
217	San Quentin, Cal.....	State Prison.....	1860	Free..	A. & R.....	5,000
218	San Rafael, Cal.....	St. Vincent's Male Orphan Asylum.	.....	.....	A. & R.....	1,000
219	San Ramon, Cal.....	San Ramon District School Library	1875	.....	Sch.....	300
220	Santa Barbara, Cal.....	Mission Library .....	1786	Free..	The'l.....	4,200
221	Santa Barbara, Cal.....	Free Public Library.....	1882	Free..	Gen.....	4,500
222	Santa Barbara, Cal.....	Society of Natural History .....	1877	Free..	Sci.....	2,600
223	Santa Clara, Cal .....	Public School Library.....	.....	Free..	Sch.....	400
224	Santa Clara, Cal .....	Santa Clara College.....	1851	Free..	Col.....	12,000
225	Santa Cruz, Cal .....	Free Library.....	1882	Free..	Gen.....	3,000
226	Santa Cruz, Cal .....	Public School Library.....	1875	Free..	Sch.....	450
227	Santa Rosa, Cal .....	Free Library.....	1884	Free..	Gen.....	1,200
228	Santa Rosa, Cal .....	Pacific Methodist College.....	1861	.....	Col.....	500
229	Santa Rosa, Cal.....	Thalian Society (ladies').....	.....	.....	Soc'y .....	} 1,000
230	Santa Rosa, Cal.....	Ulatas Society (gentlemen's) .....	1861	.....	Soc'y .....	
231	Saratoga, Cal .....	Saratoga School Library.....	.....	Free..	Sch.....	325
232	Somersville, Cal.....	Somersville School Library .....	1864	Free..	Sch.....	374
233	Stockton, Cal .....	Free Public Library.....	1881	Free..	Gen.....	8,147
234	Stockton, Cal .....	Masonic Library.....	1852	Free..	Masonic ..	325
235	Stockton, Cal .....	Public School Libraries.....	1870	Free..	Sch.....	1,600
236	Table Bluff, Cal.....	Table Bluff School Library .....	1867	Free..	Sch.....	421
237	Trinidad, Cal .....	Trinidad School Library.....	1864	Free..	Sch.....	358
238	Tulare, Cal .....	Library Association .....	1879	Sub..	Gen.....	900
239	Ukiah, Cal .....	I. O. O. F. Library.....	1874	.....	I. O. O. F.	600
240	Vacaville, Cal.....	California Normal College .....	1882	Free..	Col.....	2,500
241	Vallejo, Cal.....	Free Public Library.....	1884	Free..	Gen.....	998
242	Vallejo, Cal.....	Independent Order Grand Temp- lars' Home for Orphans.	.....	.....	A. & R.....	300
243	Visalia, Cal.....	I. O. O. F. Library (Four Creeks Lodge, No. 94).	1868	Free..	I. O. O. F.	309

\* From a return for 1884.

a Not organized up to the date of the closing of this report.

b Succeeding the Santa Cruz Library, founded in 1866.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
244	Watsonville, Cal. ....	Odd Fellows' Library.....	1872	Free..	I. O. O. F..	1,600
245	Woodbridge, Cal. ....	San Joaquin Valley College .....			Col .....	850
246	Woodland, Cal. ....	Hesperian College .....			Col .....	300
247	Wright, Cal. ....	Summit School District Library .....	1873	Free..	Sch .....	315
248	Wyandotte, Cal. ....	Wyandotte School Library .....			Sch .....	500
249	Yountville, Cal. ....	Buchanan School Library .....	1866	Free..	Sch .....	353
250	Boulder, Colo. ....	Buckingham Library, University of Colorado. ....	1878	Free..	Col .....	3,000
251	Boulder, Colo. ....	High School Library* .....	1878	Free..	Sch .....	375
252	Cañon City, Colo. ....	Colorado State Penitentiary .....	1876	Free..	A. & R. ....	2,000
253	Central City, Colo. ....	Public School Library .....	1868	Both..	Sch .....	1,500
254	Colorado Springs, Colo. ....	Colorado College .....	1874	Free..	Col .....	6,000
255	Colorado Springs, Colo. ....	Garstin's Circulating Library .....	1884	Sub..	Soc'l .....	1,000
256	Colorado Springs, Colo. ....	Public School Library .....	1876	Free..	Sch .....	550
257	Colorado Springs, Colo. ....	Social Union Free Library and Reading Room. ....	1885	Free..	Soc'l .....	800
258	Denver, Colo. ....	Burnham Library Association .....	1882	Sub..	Soc'l .....	1,500
259	Denver, Colo. ....	Catholic Library Association .....	1882	Sub..	Soc'l .....	500
260	Denver, Colo. ....	Circulating Library .....			Soc'l .....	3,000
261	Denver, Colo. ....	Colorado Seminary* .....	1864		Sch .....	800
262	Denver, Colo. ....	Grand Lodge A. F. and A. M. of Colorado. ....	1861	Free..	Masonic ..	750
263	Denver, Colo. ....	Matthews Hall .....			Ths'l .....	5,100
264	Denver, Colo. ....	Public School Libraries (4) .....	1875- 84	Free..	Sch .....	5,353
265	Denver, Colo. ....	State Library .....	1863	Free..	State .....	8,000
266	Denver, Colo. ....	Supreme Court Law Library .....	1872	Free..	Law .....	5,000
267	Denver, Colo. ....	Symes Law Library Association .....	1881	Both..	Law .....	6,000
268	Denver, Colo. ....	University of Denver .....	1880	Free..	Col .....	1,500
269	Denver, Colo. ....	Wolfe Hall* .....	1870		Sch .....	2,500
270	Denver, Colo. ....	Young Men's Christian Association .....	1881	Free..	Y. M. C. A. ....	1,124
271	Fort Collins, Colo. ....	State Agricultural College .....	1879	Free..	Col .....	900
272	Fort Collins, Colo. ....	Woman's Christian Temperance Union. ....	1882	Both..	Soc'l .....	336
273	Golden, Colo. ....	State Industrial School .....	1883	Free..	A. & R. ....	620
274	Golden, Colo. ....	State School of Mines Library .....	1880	Free..	Sci .....	1,000
275	Greeley, Colo. ....	Library Association .....	1885		Gen .....	3,000
276	Greeley, Colo. ....	Public School Library* .....	1879	Free..	Sch .....	400
277	Leadville, Colo. ....	St. Mary's School .....	1882		Sch .....	300
278	Leadville, Colo. ....	Young Men's Christian Association .....	1880	Free..	Y. M. C. A. ....	600
279	Pueblo, Colo. ....	High School Library .....	1882	Free..	Sch .....	420
280	Abington, Conn. ....	Social Library .....	1793	Sub..	Soc'l .....	920
281	Andover, Conn. ....	Porter Library Association .....	1879		Gen .....	1,065
282	Ansonia, Conn. ....	Young Men's Christian Association .....	1883	Free..	Y. M. C. A. ....	650
283	Ashford, Conn. ....	Babcock Library .....	1865	Free..	Gen .....	2,400
284	Berlin, Conn. ....	Beckley Quarter Library .....		Free..	Soc'l .....	358
285	Berlin, Conn. ....	District School Library, No. 7* .....	1870	Free..	Sch .....	322
286	Berlin, Conn. ....	Library Association* .....	1843	Sub..	Gen .....	900
287	Bethlehem, Conn. ....	Library Association .....			Gen .....	1,381
288	Birmingham, Conn. ....	Allis' Circulating Library .....	1854	Both..	Soc'l .....	3,500
289	Bolton, Conn. ....	Free Library .....	1881	Free..	Gen .....	510
290	Bridgeport, Conn. ....	Bridgeport Public Library and Reading Room. ....	1882	Free..	Gen .....	16,550
291	Bridgeport, Conn. ....	Hillside Seminary .....			Sch .....	700
292	Bridgeport, Conn. ....	Park Avenue Institute .....			Sch .....	1,000
293	Bristol, Conn. ....	Young Men's Christian Association .....	1869	Both..	Y. M. C. A. ....	2,200
294	Buckingham, Conn. ....	Library Association .....	1835	Sub..	Gen .....	504
295	Canaan, Conn. ....	Douglas Library .....	1823	Free..	Gen .....	2,028
296	Chester, Conn. ....	Library Association .....	1875	Sub..	Gen .....	1,300
297	Clinton, Conn. ....	Morgan Library Association .....	1872	Sub..	Gen .....	950
298	Clinton, Conn. ....	Morgan School .....	1879	Free..	Sch .....	2,105
299	Colchester, Conn. ....	Bacon Academy .....	1802	Free..	Sch .....	461
300	Colchester, Conn. ....	Colchester Library .....	1854	Sub..	Gen .....	2,500
301	Collinsville, Conn. ....	High School Library* .....		Free..	Sch .....	400
302	Columbia, Conn. ....	Columbia Free Library .....	1883	Free..	Gen .....	1,265
303	Cornwall, Conn. ....	Housatonic Valley Institute .....			Sch .....	1,700
304	Cornwall, Conn. ....	Library Association .....	1869	Sub..	Gen .....	1,250
305	Danbury, Conn. ....	Danbury Library .....	1871	Sub..	Gen .....	7,500
306	Danielsonville, Conn. ....	People's Library Association .....	1854	Sub..	Gen .....	2,000
307	Durham, Conn. ....	Durham Academy .....			Sch .....	2,000
308	East Haddam, Conn. ....	Middlesex Lodge No. 3, I. O. O. F. ....	1863		I. O. O. F. ....	600

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
309	East Hartford, Conn	Raymond Library	1885	Sub	Gen	700
310	East River, Conn	Library Company	1874		Gen	925
311	East Windsor, Conn	Library Association	1849	Sub	Gen	876
312	Fairfield, Conn	Memorial Library	1876	Sub	Gen	1,324
313	Fairfield, Conn	Mill Plain Library	1871	Sub	Gen	1,000
314	Farmington, Conn	Farmington Library	1785	Sub	Gen	1,800
315	Franklin, Conn	Pettis Library	1874	Free	Gen	563
316	Gildersleeve, Conn	Gildersleeve High School	1881		Sch	400
317	Greenwich, Conn	French-American Institute			Sch	400
318	Greenwich, Conn	Reading Room and Library Association.	1876	Sub	Gen	3,119
319	Guilford, Conn	Circulating Library	1872	Sub	Soc'l	1,037
320	Guilford, Conn	Guilford Institute	1854	Free	Sch	800
321	Hartford, Conn	American Asylum for the Deaf and Dumb.	1817		A. & R.	2,000
322	Hartford, Conn	Circulating Library	1873	Sub	Soc'l	900
323	Hartford, Conn	Connecticut Historical Society	1825	Free	Hist'l	21,000
324	Hartford, Conn	Grand Lodge Library of Connecticut.	1860		Masonic	350
325	Hartford, Conn	Miss Haines's School for Young Ladies and Girls.	1875		Sch	300
326	Hartford, Conn	Hartford Bar Library Association.	1880	Free	Law	1,200
327	Hartford, Conn	Hartford High School		Free	Sch	1,500
328	Hartford, Conn	Hartford Hospital Medical Library*	1850	Free	Med	1,050
329	Hartford, Conn	Hartford Orphan Asylum	1868		A. & R.	500
330	Hartford, Conn	Hartford Theological Seminary	1834	Free	The'l	42,000
331	Hartford, Conn	Library Association	1838	Sub	Gen	36,500
332	Hartford, Conn	Retreat for the Insane		Free	A. & R.	2,000
333	Hartford, Conn	Saint Catherine's Orphan Asylum	1854		A. & R.	300
334	Hartford, Conn	Sister Dora Library	1885	Free	Soc'l	600
335	Hartford, Conn	State Board of Education		Free		2,000
336	Hartford, Conn	State Library	1854	Free	State	15,000
337	Hartford, Conn	Trinity College	1824		Col	26,000
338	Hartford, Conn	Watkinson Library of Reference	1853	Free	Reference	40,000
339	Hartford, Conn	Young Men's Christian Association			Y. M. C. A.	800
340	Jewett City, Conn	Slater Library	1885	Sub	Gen	1,246
341	Lakeville, Conn	Library Association	1860		Gen	400
342	Lebanon, Conn	Buckingham Pastors' Library	1864		Soc'l	1,300
343	Litchfield, Conn	Circulating Library	1870	Sub	Soc'l	1,772
344	Litchfield, Conn	Wolcott Library	1864	Both	Gen	512
345	Lime Rock, Conn	Rocky Dell Institute*	1865		Sch	325
346	Lyme, Conn	Old Lyme Library	1876	Free	Gen	2,500
347	Madison, Conn	Library Association	1873	Sub	Gen	500
348	Mansfield, Conn	Storrs Agricultural School	1881	Free	Sch	939
349	Meriden, Conn	State Reform School	1853		A. & R.	2,000
350	Meriden, Conn	Young Men's Christian Association	1867	Both	Y. M. C. A.	4,800
351	Middlefield, Conn	District School Libraries (2)			Sch	600
352	Middletown, Conn	Berkeley Divinity School*	1855	Free	The'l	17,387
353	Middletown, Conn	Connecticut Hospital for the Insane	1868		A. & R.	2,000
354	Middletown, Conn	Connecticut Industrial School for Girls.	1872	Free	A. & R.	1,600
355	Middletown, Conn	Johnson Public School Library			Sch	350
356	Middletown, Conn	Russell Library	1875	Free	Gen	7,550
357	Middletown, Conn	Wesleyan University	1833	Free	Col	33,690
358	Middletown, Conn	Wilson Grammar School	1864		Sch	300
359	Milford, Conn	Elmwood School for Boys	1882		Sch	400
360	Milford, Conn	Milford Lyceum	1858	Sub	Soc'l	1,750
361	Montville, Conn	Raymond Library	1880	Sub	Gen	650
362	Moodus, Conn	Library Association	1853	Sub	Gen	700
363	Morris, Conn	Library Association	1881	Sub	Gen	300
364	Mystic Bridge, Conn	Mystic Valley Institute	1870	Sub	Sch	600
365	Mystic River, Conn	Whipple's Home School for Deaf Mutes.			Sch	800
366	Naugatuck, Conn	Center Public School Library		Free	Sch	539
367	New Britain, Conn	Connecticut Normal and Training School.	1850	Free	Sch	3,060
368	New Britain, Conn	High School	1848		Sch	400
369	New Britain, Conn	New Britain Institute	1854		Sch	5,500
370	New Canaan, Conn	Reading Room and Circulating Library Corporation.	1876	Sub	Soc'l	1,183
371	New Hartford, Conn	Greenwood's Library			Soc'l	500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
372	New Haven, Conn.....	American Oriental Society.....	1843		Sci.....	3,000
373	New Haven, Conn.....	Bartholomew's Library*.....	1871	Sub..	Soc'l.....	4,000
374	New Haven, Conn.....	Connecticut Academy of Arts and Sciences.....	1799		Sci.....	(a)
375	New Haven, Conn.....	The Elderage School.....	1865	Free..	Sch.....	1,050
376	New Haven, Conn.....	Hillhouse High School.....	1869	Free..	Sch.....	2,239
377	New Haven, Conn.....	New Haven Colony Historical Society.....	1862	Free..	Hist'l.....	2,960
378	New Haven, Conn.....	New Haven Orphan Asylum.....	1805		A. & P.....	550
379	New Haven, Conn.....	State Board of Health.....	1878	Free..	San. sci.....	560
380	New Haven, Conn.....	Yale College.....	1700		Col.....	125,000
381	New Haven, Conn.....	Law School.....	1823	Free..	Law.....	9,000
382	New Haven, Conn.....	Linonian and Brothers Library.....	1769	Sub..	Soc'y.....	28,000
383	New Haven, Conn.....	Medical Department.....	1812		Med.....	3,000
384	New Haven, Conn.....	Sheffield Scientific School.....	1866		Sci.....	6,000
385	New Haven, Conn.....	Trowbridge Reference Library of Divinity School.....	1870	Free..	The'l.....	2,000
386	New Haven, Conn.....	Young Men's Institute*.....	1826	Sub..	Gen.....	12,000
387	New London, Conn.....	Circulating Library.....	1870	Sub..	Soc'l.....	1,371
388	New London, Conn.....	Fort Trumbull Post Library.....	1873	Free..	Gar.....	300
389	New London, Conn.....	New London County Historical Society.....	1870	Free..	Hist'l.....	2,000
390	New London, Conn.....	Public School Libraries (2).....			Sch.....	1,100
391	New Milford, Conn.....	Adelphi Institute*.....			Sch.....	500
392	New Milford, Conn.....	Benevolent Library.....	1840	Free..	Soc'l.....	1,500
393	New Milford, Conn.....	Center School Library.....	1860	Free..	Sch.....	406
394	Newtown, Conn.....	Newtown Library.....	1876	Free..	Gen.....	830
395	Norfolk, Conn.....	Circulating Library.....	1865	Free..	Soc'l.....	500
396	Norfolk, Conn.....	The Robbins School.....	1834		Sch.....	300
397	North Haven, Conn.....	Bradley Library.....	1884	Sub..	Gen.....	700
398	Norwalk, Conn.....	Circulating Library.....	1873	Sub..	Soc'l.....	450
399	Norwalk, Conn.....	Library Corporation.....	1875	Sub..	Gen.....	1,800
400	Norwich, Conn.....	Norwich Circulating Library.....	1871	Sub..	Soc'l.....	6,000
401	Norwich, Conn.....	Norwich Academy, Peck Library.....	1834	Free..	Sch.....	5,500
402	Norwich, Conn.....	Otis Library.....	1850	Sub..	Gen.....	15,040
403	Oxford, Conn.....	Oxford Library.....	1884	Sub..	Gen.....	500
404	Pine Meadow, Conn.....	Pine Meadow Library.....	1878	Sub..	Gen.....	750
405	Plainville, Conn.....	Plainville Library.....	1885	Sub..	Gen.....	493
406	Plainville, Conn.....	Young Men's Christian Association.....	1868	Sub..	Y. M. C. A.....	379
407	Pomfret, Conn.....	Pomfret Hall Library.....	1882	Sub..	Gen.....	1,230
408	Plymouth, Conn.....	Library Association.....	1871	Both..	Gen.....	700
409	Plymouth, Conn.....	Terryville Lyceum Library.....	1838	Sub..	Gen.....	1,003
410	Putnam, Conn.....	Citizens' Library.....	1884	Sub..	Gen.....	600
411	Ridgefield, Conn.....	Library Corporation.....	1879	Sub..	Gen.....	1,546
412	Rockville, Conn.....	Circulating Library.....		Sub..	Soc'l.....	600
413	Rockville, Conn.....	Rockville High School (East District Library).....	1866	Free..	Sch.....	650
414	Rocky Hill, Conn.....	Library Association.....	1876	Sub..	Gen.....	709
415	Roxbury, Conn.....	Public Library.....	1875	Sub..	Gen.....	513
416	Saybrook, Conn.....	Acron Library.....	1852	Sub..	Gen.....	4,000
417	Saybrook, Conn.....	Seabury Institute.....	1865		Sch.....	470
418	Seymour, Conn.....	Parish Library of the M. E. Church.....	1881	Free..	Soc'l.....	600
419	Shaker Station, Conn.....	Shaker Library.....		Free..	Soc'l.....	574
420	Simsbury, Conn.....	Free Library.....	1874	Free..	Gen.....	2,000
421	Simsbury, Conn.....	Simsbury Academy.....	1879		Sch.....	350
422	South Coventry, Conn.....	Hale Donation Library.....	1804	Free..	The'l.....	1,100
423	South Coventry, Conn.....	South Coventry Library.....	1880	Sub..	Gen.....	1,540
424	Southington, Conn.....	Lewis High School*.....		Free..	Sch.....	400
425	South Manchester, Conn.....	Manchester Free Library.....	1870	Free..	Gen.....	2,412
426	South Norwalk, Conn.....	Library and Reading Room Corporation.....	1877	Sub..	Gen.....	1,100
427	Stafford, Conn.....	Stafford Library.....	1875	Sub..	Gen.....	1,475
428	Stamford, Conn.....	Ferguson Library.....	1881	Both..	Gen.....	5,000
429	Stamford, Conn.....	Young Men's Christian Association.....	1876	Free..	Y. M. C. A.....	650
430	Stratford, Conn.....	Library Association.....	1885	Both..	Gen.....	1,365
431	Suffield, Conn.....	Connecticut Literary Institution.....	1833	Free..	Sch.....	1,700
432	Talcottville, Conn.....	Talcott Free Library.....	1832	Free..	Gen.....	1,305
433	Thomaston, Conn.....	Laure Andrews Free Library Association.....	1880	Free..	Gen.....	1,131
434	Thompsonville, Conn.....	High School Library.....	1880	Free..	Sch.....	560
435	Torrington, Conn.....	Library Association*.....	1864	Sub..	Gen.....	3,168

\* From a return for 1884.

\* Incorporated with library of Yale College.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or at description.	Class.	Number of volumes.
436	Wallingford, Conn.....	Ladies' Library and Reading Room Association.	1881	Sub...	Soc'l.....	1,773
437	Wallingford, Conn.....	Young Men's Temperance Benevolent and Literary Society.	1882	Free...	Soc'l.....	400
438	Warehouse Point, Conn.	Library Association *	1879	Sub...	Gen.....	600
439	Washington, Conn.....	Free Reading Room and Circulating Library.	1850	Sub...	Soc'l.....	1,600
440	Waterbury, Conn.....	Congrégation de Notre Dame *	1869	.....	Sch.....	1,846
441	Waterbury, Conn.....	High School.....	.....	.....	Sch.....	1,000
442	Waterbury, Conn.....	Silas Bronson Library.....	1870	Free...	Gen.....	36,500
443	Watertown, Conn.....	Library Association.....	1865	Sub...	Gen.....	3,824
444	Waukegan, Conn.....	Waukegan Village Library Association.	1861	Sub...	Gen.....	1,016
445	Westbrook, Conn.....	Young People's Social Union.....	1878	Sub...	Soc'l.....	328
446	West Hartford, Conn..	Free Library.....	1883	Free...	Gen.....	991
447	Westville, Conn.....	Westville School Library.....	1876	.....	Sch.....	600
448	West Winsted, Conn.....	Beardsley Library.....	1874	Sub...	Gen.....	5,133
449	Wethersfield, Conn.....	Connecticut State Prison.....	1846	Free...	A. & E.....	1,250
450	Wethersfield, Conn.....	Rose Library.....	1866	.....	Gen.....	1,000
451	Willimantic, Conn.....	Dunham Hall.....	1878	Free...	Gen.....	2,000
452	Willimantic, Conn.....	Public Library.....	1864	Free...	Gen.....	2,584
453	Windsor, Conn.....	Loomis Institute.....	1874	.....	.....	1,000
454	Windsor Locks, Conn.....	Browning's Circulating Library.....	1870	.....	Soc'l.....	650
455	Windsor Locks, Conn.....	Union School Library.....	1868	Free...	Sch.....	600
456	Woodbury, Conn.....	Library Association.....	1850	Sub...	Gen.....	500
457	Woodstock, Conn.....	Woodstock Academy.....	1865	Both...	Sch.....	500
458	Woodstock, Conn.....	Woodstock Circulating Library.....	1879	.....	Soc'l.....	500
459	Aberdeen, Dak.....	Grand Lodge of Dakota, A. F. and A. M.	1875	Free...	Masonic.....	1,750
460	Aberdeen, Dak.....	Public Library.....	1883	Sub...	Gen.....	400
461	Bismarck, Dak.....	Territorial Library.....	1865	Free...	Ter.....	3,100
462	Brookings, Dak.....	Dakota Agricultural College.....	1884	Free...	Sch.....	500
463	Canton, Dak.....	Augustana College.....	.....	.....	Sch.....	468
464	Deadwood, Dak.....	Library and Reading-room.....	1885	Sub...	Gen.....	300
465	Fargo, Dak.....	Library Association.....	1882	Sub...	Gen.....	800
466	Fort Randall, Dak.....	Post Library.....	1875	Free...	Gar.....	689
467	Fort Sully, Dak.....	Post Library.....	.....	Sub...	Gar.....	1,280
468	Fort Totten, Dak.....	Post Library.....	.....	.....	Gar.....	383
469	Grand Forks, Dak.....	University of North Dakota.....	1884	Free...	Col.....	1,000
470	Jamestown, Dak.....	Library Association.....	1885	Sub...	Gen.....	530
471	Mitchell, Dak.....	Reading-rooms of the Woman's Christian Temperance Union.	1884	Both...	Soc'l.....	1,600
472	Sioux Falls, Dak.....	Sioux Falls Law Library.....	1885	Sub...	Law.....	800
473	Vermillion, Dak.....	University of Dakota.....	1882	Free...	Col.....	1,000
474	Watertown, Dak.....	Public Library.....	.....	.....	Gen.....	550
475	Yankton, Dak.....	Indian Industrial School.....	1884	.....	Sch.....	300
476	Yankton, Dak.....	Yankton College.....	1883	Free...	Col.....	1,200
477	Dover, Del.....	Dover Library.....	1885	Sub...	Gen.....	1,890
478	Dover, Del.....	Scott Library of Wilmington Conference Academy.	1878	Sub...	Sch.....	1,600
479	Dover, Del.....	State Library.....	1832	Free...	State.....	*15,000
480	Lewes, Del.....	Library Association.....	.....	.....	Gen.....	700
481	Milford, Del.....	Library Association.....	1882	Sub...	Gen.....	800
482	Milton, Del.....	Library Association.....	1875	Sub...	Gen.....	600
483	Newark, Del.....	Academy of Newark.....	.....	.....	Sch.....	500
484	Newark, Del.....	Delaware College*.....	1835	Free...	Col.....	8,000
485	Newark, Del.....	Delta Phi Society*.....	1835	Free...	Soc'y.....	1,238
486	New Castle, Del.....	Library Company.....	1812	Sub...	Gen.....	4,000
487	Olesea, Del.....	Corbit Library.....	1847	Free...	Gen.....	2,150
488	Wilmington, Del.....	Gorman Library Association.....	1873	Free...	Soc'l.....	1,374
489	Wilmington, Del.....	Historical Society of Delaware*.....	1864	Sub...	Hist'l.....	26,500
490	Wilmington, Del.....	New Castle County Law Library Association.	1873	Sub...	Law.....	2,000
491	Wilmington, Del.....	Shields Library Association of Wilmington.	1863	Sub...	Gen.....	758
492	Wilmington, Del.....	United States District Court.....	.....	Free...	Law.....	1,178
493	Wilmington, Del.....	Wilmington Institute.....	1787	Sub...	Gen.....	15,632
494	Wilmington, Del.....	Young Men's Free Library.....	.....	.....	Gen.....	400
495	Washington, D. C.....	Academy of the Sacred Heart of Mary.	.....	.....	Sch.....	500
496	Washington, D. C.....	Academy of the Visitation.....	1850	.....	Sch.....	1,000
497	Washington, D. C.....	Adjutant-General's Office.....	.....	.....	Gov't.....	4,177

\* From a return for 1884.

a Books and pamphlets.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
498	Washington, D. C.....	American Medical Association .....	.....	Free..	Med .....	7,000
499	Washington, D. C.....	Bar Association .....	1871	Sub..	Law .....	4,500
500	Washington, D. C.....	Bureau of Education .....	1868	Free..	Gov't .....	217,500
501	Washington, D. C.....	Bureau of Ordnance (Navy Department).	1838	.....	Gov't .....	1,500
502	Washington, D. C.....	Bureau of Statistics (Treasury Department).	1866	.....	Gov't .....	9,000
503	Washington, D. C.....	Carroll Institute .....	1878	Free..	Soc'l .....	2,500
504	Washington, D. C.....	Church School for Young Ladies ..	.....	.....	Sch .....	300
505	Washington, D. C.....	Columbia Institution for the Deaf and Dumb.	1854	Free..	A. & R... ..	3,000
506	Washington, D. C.....	Columbian University .....	1822	.....	Col .....	7,000
507	Washington, D. C.....	Department of Agriculture .....	1860	.....	Gov't .....	18,000
508	Washington, D. C.....	Department of Justice .....	.....	Free..	Gov't .....	20,000
509	Washington, D. C.....	Department of State .....	1789	.....	Gov't .....	22,625
510	Washington, D. C.....	Department of the Interior .....	1850	Free..	Gov't .....	8,000
511	Washington, D. C.....	District of Columbia .....	1878	.....	Gov't .....	1,000
512	Washington, D. C.....	Executive Mansion .....	1810	Free..	Gov't .....	2,000
513	Washington, D. C.....	Friends' Select School .....	.....	.....	Sch .....	400
514	Washington, D. C.....	General Land Office .....	1880	Free..	Gov't .....	1,582
515	Washington, D. C.....	Gonzaga College .....	.....	Free..	Col .....	10,000
516	Washington, D. C.....	Government Hospital for the Insane.	1855	Free..	Gov't .....	1,400
517	Washington, D. C.....	Health Department .....	1872	Free..	San. sci... ..	1,000
518	Washington, D. C.....	House of Representatives .....	1789	Free..	Gov't .....	125,000
519	Washington, D. C.....	Howard University .....	1869	Free..	Col .....	11,509
520	Washington, D. C.....	Theological Department .....	1872	Free..	The'l .....	950
521	Washington, D. C.....	Library of Congress .....	1800	Free..	Gov't .....	5565,184
522	Washington, D. C.....	{Library of the Supremo Council, 33d S. J., U. S. A.}	1882	Free..	{Masonic } {Gen .....	9,000
523	Washington, D. C.....	Light Battery C, Third Artillery ..	.....	Free..	Gar .....	1,396
524	Washington, D. C.....	Light-House Board .....	1852	.....	Gov't .....	2,711
525	Washington, D. C.....	Louise Home .....	1869	Free..	A. & R... ..	453
526	Washington, D. C.....	McDonald-Ellis School .....	.....	.....	Sch .....	800
527	Washington, D. C.....	Marine Hospital Bureau .....	.....	.....	Gov't .....	1,190
528	Washington, D. C.....	Masonic Library of the District of Columbia.	1810	Free..	Masonic ..	2,238
529	Washington, D. C.....	Mt. Vernon Institute .....	1872	.....	Sch .....	1,000
530	Washington, D. C.....	Mt. Vernon Seminary .....	1875	.....	Sch .....	1,000
531	Washington, D. C.....	Museum of Hygiene, United States Bureau of Medicine and Surgery.	1882	Free..	Gov't .....	13,000
532	Washington, D. C.....	Nautical Almanac Office .....	1850	.....	Gov't .....	1,600
533	Washington, D. C.....	Navy Department .....	1878	Free..	Gov't .....	17,000
534	Washington, D. C.....	Norwood Female Institute .....	.....	.....	Sch .....	1,000
535	Washington, D. C.....	Post Marine Barracks .....	1852	Free..	Gov't .....	500
536	Washington, D. C.....	Post-Office Department .....	1862	Free..	Gov't .....	7,200
537	Washington, D. C.....	Providence Hospital .....	1870	Free..	A. & R... ..	330
538	Washington, D. C.....	Reform School of the District of Columbia.	1879	Free..	A. & R... ..	650
539	Washington, D. C.....	St. John's Collegiate Institute .....	.....	.....	Sch .....	3,500
540	Washington, D. C.....	St. John's Workingmen's Club and Institute.	1883	.....	Soc'l .....	700
541	Washington, D. C.....	St. Vincent's Day School* .....	1877	Sub..	Sch .....	300
542	Washington, D. C.....	Scientific Library of the United States Patent Office.	1839	Free..	Gov't .....	50,000
543	Washington, D. C.....	Signal Office, United States Army ..	1861	Free..	Gov't .....	10,540
544	Washington, D. C.....	Soldiers' Home .....	1850	Free..	A. & R... ..	4,973
545	Washington, D. C.....	Solicitor of the Treasury .....	1843	Free..	Gov't .....	6,000
546	Washington, D. C.....	Supervising Architect's Office (Treasury Department).	1858	.....	Gov't .....	404
547	Washington, D. C.....	Surgeon-General's Office, United States Army.	1865	.....	Gov't .....	76,733
548	Washington, D. C.....	Treasury Department .....	1808	Free..	Gov't .....	18,000
549	Washington, D. C.....	United States Coast and Geodetic Survey.	1832	.....	Gov't .....	4,500
550	Washington, D. C.....	United States Geological Survey ..	1882	Free..	Gov't .....	17,255
551	Washington, D. C.....	United States Hydrographic Office ..	1867	.....	Gov't .....	2,300
552	Washington, D. C.....	United States National Museum...	1881	Free..	Gov't .....	(c)

\* From a return for 1884.

a Number of volumes; also 45,000 pamphlets.

b Number of volumes; also 191,000 pamphlets.

c Number not given; record kept with that of the Smithsonian Library, the books of which are deposited with the Library of Congress. The number of books and pamphlets which are kept permanently at the Museum was given as 13,000 for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
553	Washington, D. C.	United States Naval Observatory.	1845	.....	Gov't	12,000
554	Washington, D. C.	United States Senate	1852	.....	Gov't	30,000
555	Washington, D. C.	War Department	1800	Free	Gov't	17,500
556	Washington, D. C.	Washington Circulating Library	1883	Sub.	Soc'l	3,000
557	Washington, D. C.	Wayland Seminary	1865	Free	Sch.	1,900
558	Washington, D. C.	Young Men's Christian Association.	1852	Free	Y. M. C. A.	1,200
559	West Washington, D. C.	Georgetown College	1791	.....	Col.	35,000
560	West Washington, D. C.	Industrial Home School	.....	.....	A. & R.	300
561	De Funiak Springs, Fla.	De Funiak Springs Library	1884	Free	Gen	500
562	Gainesville, Fla.	East Florida Seminary	1824	Sub.	Sch.	800
563	Jacksonville, Fla.	Cookman Institute	.....	.....	Sch.	600
564	Jacksonville, Fla.	Library Association	1882	Sub.	Gen	500
565	Key West, Fla.	Convent of Mary Immaculate	1874	Free	Sch.	350
566	Live Oak, Fla.	Florida Institute	1880	Free	Sch.	500
567	Milton, Fla.	Public Library, Santa Rosa Academy.	1875	Free	Gen	4,000
568	Pensacola, Fla.	Library Association	.....	.....	Gen	645
569	Pensacola, Fla.	Young Men's Christian Association.	1831	Free	Y. M. C. A.	350
570	St. Augustine, Fla.	Free Public Library	1872	Free	Gen	2,050
571	St. Augustine, Fla.	Post Library of St. Francis Barracks.	.....	Free	Gar.	315
572	St. Augustine, Fla.	Regimental Library, Second U. S. Artillery.	.....	Free	Gar.	1,350
573	Tallahassee, Fla.	State Library { Executive	1845	Free	State	8,000
574	Tallahassee, Fla.	{ Judicial			Law	4,500
575	Acworth, Ga.	University Library	1883	Sub.	Col.	2,200
		Literary and Library Association.	.....	Sub.	Gen	484
576	Albany, Ga.	Public Library	1878	Sub.	Gen	3,000
577	Americus, Ga.	Library Association	1878	Sub.	Gen	1,909
578	Athens, Ga.	Home School for Young Ladies	1868	Free	Sch.	750
579	Athens, Ga.	Lucy Cobb Library	1859	.....	Col.	*1,200
580	Athens, Ga.	University of Georgia	1800	Sub.	Col.	16,000
581	Athens, Ga.	Demosthenian Society	1801	Free	Soc'y	3,000
582	Athens, Ga.	Phi Kappa Society	1820	.....	Soc'y	3,000
583	Augusta, Ga.	Medical College of Georgia	1831	.....	Med.	5,000
584	Dahlonega, Ga.	North Georgia Agricultural College.	1873	Free	Col.	500
585	Dahlonega, Ga.	Decorah Palæstra Society of N. G. A. C.	1875	.....	Soc'y	300
586	Milledgeville, Ga.	Middle Georgia Military and Agricultural College.	1880	Free	Col.	3,000
587	Atlanta, Ga.	Abyssinian Library.	1820	Sub.	Soc'l	2,500
588	Atlanta, Ga.	Atlanta Female Institute, Chionian Library.	1869	Sub.	Soc'y	*1,000
589	Atlanta, Ga.	Baptist Seminary	.....	.....	Sch.	1,200
590	Atlanta, Ga.	Clark University	1869	Free	Col.	1,500
591	Atlanta, Ga.	Gammon School of Theology	.....	Free	The'l	2,100
592	Atlanta, Ga.	Graves Library of Atlanta University.	1870	Free	Col.	6,200
593	Atlanta, Ga.	State Library	1825	Free	Law	45,000
594	Atlanta, Ga.	Young Men's Library Association	1867	Sub.	Gen	11,343
595	Augusta, Ga.	Young Men's Library Association	1848	Sub.	Gen	5,769
596	Barnesville, Ga.	Gordon Institute*	1873	Free	Sch.	2,000
597	Blackshear, Ga.	Library and Literary Association	.....	Sub.	Gen	1,000
598	Bowdon, Ga.	Bowdon College	.....	.....	Col.	461
599	Bowdon, Ga.	Clay and Calhoun	1858	Free	Soc'y	350
600	Cartersville, Ga.	{ Young Men's Christian and Li-	1865	Free	Y. M. C. A.	350
		{ brary Association.			Gen	
601	Cave Spring, Ga.	Georgia Institution for the Deaf and Dumb.	1859	Free	A. & R.	1,200
602	Columbus, Ga.	Public Library	1881	Sub.	Gen	6,000
603	Covington, Ga.	Georgia Methodist Female College.	1852	.....	Col.	800
604	Dalton, Ga.	Dalton Female College	1873	.....	Col.	500
605	Dawson, Ga.	South Georgia Male and Female College, Alpha Library.	1879	Free	Soc'y	300
606	Dawson, Ga.	South Georgia Male and Female College, Euterpean Library.	1879	Free	Soc'y	300

\*From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
607	Gainesville, Ga	Methodist College	1881	Free	Col	400
608	Griffin, Ga	Griffin Female College	1857		Col	1,100
609	Hawkinsville, Ga	Library and Literary Association*	1879		Gen	1,400
610	Hinesville, Ga. (P. O., Walthourville).	Bradwell Institute Library			Sch	420
611	Holton, Ga	Holton Farmers' Club	1808	Sub.	Soc'l	321
612	La Grange, Ga	La Grange Female College			Col	600
613	La Grange, Ga	Southern Female College		Free	Col	1,000
614	Macon, Ga	Georgia Academy for the Blind	1852	Free	Sch	1,000
615	Macon, Ga	Lewis Public Library	1879	Free	Gen	6,000
616	Macon, Ga	Mercer University	1840		Col	10,000
617	Macon, Ga	Ciceronian Society*		Sub.	Soc'y	3,000
618	Macon, Ga	Phi Delta Society*		Free	Soc'y	2,285
619	Macon, Ga	Orphans' Home of the South Georgia Conference.	1873		A. & R.	500
620	Macon, Ga	Pio Nono College	1875		Col	600
621	Macon, Ga	Public Library and Historical Society.	1874	Sub.	{Hist'l Gen	} 10,300
622	Macon, Ga	Wesleyan Female College	1839		Col	2,500
623	Marietta, Ga	Library Association			Gen	832
624	Milledgeville, Ga	State Lunatic Asylum	1876	Free	A. & R.	300
625	Newnan, Ga	College Temple	1853		Col	15,000
626	Newnan, Ga	Library Association	1883	Sub.	Gen	900
627	Norcross, Ga	Georgia School of Language, Science, and Art.			Sch	5,000
628	Oxford, Ga	Emory College	1838	Sub.	Col	5,000
629	Oxford, Ga	Few Library	1833	Sub.	Soc'y	3,700
630	Oxford, Ga	Phi Gamma Society	1833	Free	Soc'y	2,000
631	Pope's Ferry, Ga	Taylor Grange No. 13	1873	Both	Soc'l	400
632	Rome, Ga	Rome Female College	1857		Col	1,600
633	Savannah, Ga	Beach Institute			Sch	350
634	Savannah, Ga	Georgia Historical Society	1839	Sub.	Hist'l	15,250
635	Savannah, Ga	Georgia Military Academy			Sch	2,000
636	Savannah, Ga	Savannah Medical College	1853	Free	Med	3,500
637	Talbotton, Ga	Collinsworth Institute	1856	Free	Sch	300
638	Thomasville, Ga	Library Association	1876	Free	Gen	3,000
639	Washington, Ga	Saint Joseph's Academy			Sch	300
640	West Point, Ga	Young Men's Library Association	1872	Sub.	Gen	1,800
641	Boisé City, Idaho	Circulating Library	1870	Sub.	Soc'l	600
642	Boisé City, Idaho	Public School Library	1884	Free	Sch	800
643	Boisé City, Idaho	Territorial Law Library	1803	Free	Law	5,000
644	Ketchum, Idaho	Public Library	1885	Sub.	Gen	400
645	Lewiston, Idaho	Lewis Collegiate Institute			Sch	1,000
646	Moscow, Idaho	Public Library	1883	Sub.	Gen	1,000
647	Abingdon, Ill	Hedding College	1860		Col	500
648	Addison, Ill	Evangelical Lutheran Teachers' Seminary.*			Sch	1,000
649	Albany, Ill	Library Association	1875	Sub.	Gen	387
650	Albion, Ill	Library Association	1872	Sub.	Gen	600
651	Alledo, Ill	Mercer Library Association	1879	Sub.	Gen	600
652	Alton, Ill	Alton Turnverein			Soc'l	700
653	Alton, Ill	Public Library	1852	Sub.	Gen	6,000
654	Alton, Ill	Ursuline Convent of the Holy Family.			Sch	650
655	Amboy, Ill	High School Library	1876	Free	Sch	500
656	Anna, Ill	Illinois Southern Hospital for the Insane.	1874	Free	A. & R.	500
657	Atlanta, Ill	City Library and Reading Room	1874	Free	Gen	1,000
658	Aurora, Ill	Free Public Library	1882	Free	Gen	6,333
659	Aurora, Ill	Jennings Seminary	1857	Free	Sch	1,500
660	Aurora, Ill	Young Men's Christian Association	1871	Free	Y. M. C. A.	440
661	Austin, Ill	Public School Library	1872	Free	Sch	750
662	Barry, Ill	Public Library	1876	Free	Gen	1,504
663	Batavia, Ill	Public Library	1882	Free	Gen	3,050
664	Belleville, Ill	Public Library	1883	Free	Gen	9,702
665	Belleville, Ill	Public School Library	1875	Free	Sch	417
666	Belvidere, Ill	Ida Public Library	1885	Free	Gen	6,590
667	Bement, Ill	Library Association	1867	Sub.	Gen	1,500
668	Bloomington, Ill	Illinois Wesleyan University	1850	Free	Col	4,000
669	Bloomington, Ill	Library Association	1856	Sub.	Gen	9,061
670	Bloomington, Ill	Young Men's Christian Association	1881	Free	Y. M. C. A.	450

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
671	Blue Island, Ill.	Public School Library			Sch.	500
672	Bourbonnais Grove, Ill.	St. Viateur's College	1871		Col.	2,000
673	Bowensburg, Ill.	Library Association	1884	Sub.	Gen.	300
674	Braidwood, Ill.	Public Library	1876	Free.	Gen.	1,451
675	Bunker Hill, Ill.	Bunker Hill Academy	1884	Free.	Sch.	500
676	Bunker Hill, Ill.	Library Association	1867	Sub.	Gen.	2,012
677	Bushnell, Ill.	Library Association	1869	Sub.	Gen.	800
678	Byron, Ill.	Byron Library		Sub.	Gen.	400
679	Cairo, Ill.	Public Library	1877	Free.	Gen.	2,650
680	Cambridge, Ill.	Cambridge Public Library (township).	1876	Free.	Gen.	3,485
681	Canton, Ill.	Canton Library	1872	Sub.	Gen.	2,000
682	Carbondale, Ill.	Library Association	1877	Sub.	Gen.	1,000
683	Carbondale, Ill.	Southern Illinois Normal University.	1875	Free.	Sch.	8,250
684	Carlinville, Ill.	Blackburn University	1867	Sub.	Col.	1,500
685	Carlinville, Ill.	Library Association	1868	Sub.	Gen.	2,607
686	Carthage, Ill.	Carthage College	1871	Free.	Col.	3,000
687	Carthage, Ill.	Cicero Literary Society.	1871		Soc'y	389
688	Carthage, Ill.	Galileo Literary Society			Soc'y	311
689	Centralia, Ill.	Public Library and Reading Room.	1872	Free.	Gen.	2,000
690	Champaign, Ill.	Public Library	1876	Free.	Gen.	3,240
691	Champaign, Ill.	State Laboratory of Natural History.	1877	Free.	Sci.	1,207
692	Charleston, Ill.	Library Association*	1880	Sub.	Gen.	600
693	Chebanse, Ill.	Adelphian Library.	1880	Sub.	Soc'l.	300
694	Chester, Ill.	Southern Illinois Penitentiary	1878	Free.	A. & R.	2,500
695	Chicago, Ill.	Academy of Sciences	1839	Free.	Sci.	4,500
696	Chicago, Ill.	Allen Academy	1874	Free.	Sch.	2,600
697	Chicago, Ill.	American Electrical Society	1875	Free.	Sci.	400
698	Chicago, Ill.	Bennett College of Eclectic Medicine and Surgery.	1868		Med.	*500
699	Chicago, Ill.	Board of Trade		Free.	Mer.	500
700	Chicago, Ill.	Chicago Athenæum*	1871	Sub.	Gen.	1,050
701	Chicago, Ill.	Chicago Aurora-Turnverein			Soc'l.	870
702	Chicago, Ill.	Chicago College of Pharmacy	1839	Free.	Sci.	*3,000
703	Chicago, Ill.	Chicago Historical Society	1856	Sub.	Hist'l.	12,024
704	Chicago, Ill.	Chicago Manual Training School.	1884	Free.	Sch.	500
705	Chicago, Ill.	Chicago Medical College	1882		Med.	494
706	Chicago, Ill.	Chicago Medical Press Association.	1875		Med.	3,000
707	Chicago, Ill.	Chicago Public School Libraries (19)		Free.	Sch.	21,000
708	Chicago, Ill.	Chicago Turngemeinde	1856	Free.	Soc'l.	1,400
709	Chicago, Ill.	Dearborn Observatory	1866		Sci.	1,100
710	Chicago, Ill.	Erring Woman's Refuge	1830	Free.	A. & R.	300
711	Chicago, Ill.	Girls' Higher School.			Sch.	1,200
712	Chicago, Ill.	Mrs. Grant's Seminary			Sch.	800
713	Chicago, Ill.	Hammond Library of the Chicago Theological Seminary.	1855	Free.	The'l.	7,500
714	Chicago, Ill.	Homeopathic Medical College			Med.	1,500
715	Chicago, Ill.	Kirkland School (275 Huron st.)*			Sch.	1,000
716	Chicago, Ill.	Law Institute	1857	Sub.	Law	19,000
717	Chicago, Ill.	Newberry Library.	(a)	Free.		
718	Chicago, Ill.	Old Ladies' Home	1880	Free.	A. & R.	300
719	Chicago, Ill.	Park Institute (103-105 Ashland ave.).*			Sch.	600
720	Chicago, Ill.	Presbyterian Theological Seminary of the Northwest.	1859	Free.	The'l.	9,950
721	Chicago, Ill.	Public Library	1872	Free.	Gen.	119,570
722	Chicago, Ill.	St. Ignatius College	1870	Free.	Col.	14,000
723	Chicago, Ill.	St. Patrick's Commercial Academy.			Sch.	500
724	Chicago, Ill.	St. Xavier's Library	1846	Free.	Soc'l.	1,000
725	Chicago, Ill.	Seminary of the Sacred Heart (485 W. Taylor st.).*	1859		Sch.	2,050
726	Chicago, Ill.	Union Catholic Library Association.	1868	Sub.	Soc'l.	3,000
727	Chicago, Ill.	University of Chicago.	1857		Col.	8,835
728	Chicago, Ill.	Western Society of Engineers.	1869		Sci.	600
729	Chicago, Ill.	Western Theological Seminary (Protestant Episcopal).	1855	Free.	The'l.	2,000
730	Chicago, Ill.	Young Men's Christian Association.	1853	Sub.	Y. M. C. A.	3,500

\* From a return for 1884.

a Funds for the founding of this library became available in December, 1895.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
731	Chicago, Ill. ....	Young Men's Christian Association, Railroad Branch (Kinzie st.).	1873	Sub...	Y. M. C. A.	800
732	Chicago, Ill. ....	Young Men's Christian Association, Railroad Branch (141 Stewart ave.).	1882	Free & sub.	Y. M. C. A.	400
733	Chicago, Ill. ....	Young Men's Christian Association, Railroad Branch (4747 State st.).	1873	Sub...	Y. M. C. A.	362
734	Chicago, Ill. ....	Young People's Library Association of the 3d Presbyterian Church.	1878	Sub...	Soc'l.....	1,800
735	Clay City, Ill. ....	Library and Literary Association..	1874	Sub...	Gen .....	750
736	Colden, Ill. ....	Library Association .....	1877	Sub...	Gen .....	1,796
737	Coleta, Ill. ....	Public School Library .....	1883	Free..	Sch .....	387
738	Cordova, Ill. ....	Public Library .....	1879	Free..	Gen .....	853
739	Danville, Ill. ....	Culbertson Library.....	1867	Free..	The'l .....	800
740	Danville, Ill. ....	Public Library .....	1883	Free..	Gen .....	4,000
741	Danville, Ill. ....	Public School Library .....	1882	Free..	Sch .....	1,200
742	Decatur, Ill. ....	Free Public Library .....	1875	Free..	Gen .....	7,322
743	Decatur, Ill. ....	High School Library .....	1866	Free..	Sch .....	600
744	Decatur, Ill. ....	St. Theresa's Ursuline Academy..	.....	.....	Sch .....	340
745	Dixon, Ill. ....	Dixon Hose Company .....	1872	Sub ..	Soc'l .....	2,000
746	Dixon, Ill. ....	Northern Illinois Normal School..	1881	.....	Sch .....	1,750
747	Dundee, Ill. ....	Public Library .....	1876	Free..	Gen .....	1,343
748	Dwight, Ill. ....	Keyron's Circulating Library .....	1874	Sub..	Soc'l .....	800
749	East St. Louis, Ill. ....	Railway Young Men's Christian Association.	1881	Sub...	Y. M. C. A.	550
750	Edwardsville, Ill. ....	Public Library .....	1878	Sub..	Gen .....	1,519
751	Edwardsville, Ill. ....	Public School Library .....	1876	Free..	Sch .....	980
752	Elgin, Ill. ....	Elgin Academy .....	1874	.....	Sch .....	300
753	Elgin, Ill. ....	Hospital Library, Northern Hospital for the Insane.	1873	Free..	A. & R....	1,400
754	Elgin, Ill. ....	Public Library .....	1874	Free..	Gen .....	8,223
755	Elmhurst, Ill. ....	Evangelical Lutheran Proseminary (Menschverein).	1877	.....	Sch .....	2,000
756	Elmira, Ill. ....	Library Association .....	1856	Sub..	Gen.....	519
757	Elmwood, Ill. ....	School and Public Library .....	1875	Free..	Gen .....	500
758	El Paso, Ill. ....	Ladies' Library .....	1873	Sub ..	Soc'l .....	1,628
759	Englewood, Ill. ....	High School Library .....	1878	Free..	Sch .....	1,300
760	Eureka, Ill. ....	Eureka College Public Library...	1856	Free..	Gen .....	2,000
761	Evanston, Ill. ....	Free Public Library of Evanston..	1873	Free..	Gen .....	7,130
762	Evanston, Ill. ....	Gariett Biblical Institute .....	1856	.....	The'l .....	3,100
763	Evanston, Ill. ....	Northwestern University .....	1856	Free..	Col .....	20,000
764	Evanston, Ill. ....	Township High School Library...	1883	Free..	Sch .....	350
765	Ewing, Ill. ....	Ewing College .....	.....	.....	Col .....	1,000
766	Ewing, Ill. ....	Society libraries (3).....	.....	.....	Soc'y .....	1,800
767	Fayetteville, Ill. ....	Library Association .....	1857	Sub ..	Gen .....	700
768	Feehanville, Ill. ....	St. Mary's Training School*	.....	.....	Sch .....	2,000
769	Flora, Ill. ....	Library Association .....	1873	Sub ..	Gen .....	2,000
770	Freeburg, Ill. ....	Snengerbund and Library Association.	1871	Free..	Soc'l .....	500
771	Freeport, Ill. ....	High School Library .....	1885	Free..	Sch .....	300
772	Fulton, Ill. ....	Northern Illinois College .....	1873	Free..	Col .....	1,600
773	Galena, Ill. ....	German-English College .....	1880	Sub ..	Col .....	700
774	Galesburg, Ill. ....	Knox College .....	1841	.....	Col .....	4,500
775	Galesburg, Ill. ....	Society libraries (2).....	.....	.....	Soc'y .....	2,600
776	Galesburg, Ill. ....	Lombard University .....	1857	.....	Col .....	4,680
777	Galesburg, Ill. ....	Public Library and Reading Room.	1874	Free..	Gen .....	12,571
778	Galesburg, Ill. ....	Public School Library .....	1867	Free..	Sch .....	1,560
779	Geneseo, Ill. ....	High School .....	.....	Free..	Sch .....	1,000
780	Geneseo, Ill. ....	Northwestern Normal .....	1883	Free..	Sch .....	845
781	Geneseo, Ill. ....	Public Library .....	1871	Free..	Gen .....	2,449
782	Geneva, Ill. ....	Public Library .....	1873	Free..	Gen .....	500
783	Geneva, Ill. ....	Library Association .....	1881	Sub..	Gen .....	400
784	Gibson City, Ill. ....	Library Association .....	1876	.....	Gen .....	700
785	Gilman, Ill. ....	Library Association .....	1874	Sub..	Gen .....	1,650
786	Godfrey, Ill. ....	Monticello Ladies' Seminary .....	1838	.....	Sch .....	*2,500
787	Greenville, Ill. ....	Almira College .....	1865	.....	Col .....	1,500
788	Greenville, Ill. ....	Ladies' Library Association .....	1856	Sub..	Soc'l .....	1,600
789	Griggsville, Ill. ....	Circulating Library .....	1870	Sub..	Soc'l .....	1,400

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
790	Hampshire, Ill.....	Library Association .....	1883	Sub...	Gen .....	525
791	Highland, Ill.....	Highland Turnverein .....			Soc'l .....	500
792	Huntley, Ill.....	Library Association .....	1880	Sub...	Gen .....	354
793	Hyde Park, Ill.....	Hyde Park Lyceum .....	1883	Sub...	Soc'l .....	1,000
794	Hyde Park, Ill.....	High School Library .....	1880	Free...	Sch .....	400
795	Jacksonville, Ill.....	Business College and English Training School .....			Sch .....	500
796	Jacksonville, Ill.....	Free Reading Room and Library ..	1874	Sub...	Gen .....	2,400
797	Jacksonville, Ill.....	Illinois Central Hospital for the Insane .....			A. & R. ....	1,902
798	Jacksonville, Ill.....	Illinois College .....	1830	Free...	Col .....	9,500
799	Jacksonville, Ill.....	Phi Alpha Society .....	1845		Soc'y .....	1,550
800	Jacksonville, Ill.....	Religious Library .....			The'l .....	300
801	Jacksonville, Ill.....	Sigma Pi Society .....	1843	Free...	Soc'y .....	1,800
802	Jacksonville, Ill.....	Illinois Female College .....	1847	Free...	Col .....	2,000
803	Jacksonville, Ill.....	Institution for the Education of the Blind.* .....	1849		A. & R. ....	516
804	Jacksonville, Ill.....	Institution for the Education of the Deaf and Dumb .....	1871	Free...	A. & R. ....	7,284
805	Jacksonville, Ill.....	Jacksonville Female Academy .....	1830	Free...	Sch .....	600
806	Jacksonville, Ill.....	Library Association .....	1871	Sub...	Gen .....	2,270
807	Jacksonville, Ill.....	Oak Lawn Retreat .....	1872	Free...	A. & R. ....	450
808	Jacksonville, Ill.....	Young Ladies' Athenæum* .....			Sch .....	700
809	Joliet, Ill.....	Joliet Business College .....	1866	Free...	Col .....	11,000
810	Joliet, Ill.....	Public Library .....	1875	Free...	Gen .....	4,600
811	Joliet, Ill.....	St. Francis Academy .....			Sch .....	500
812	Joliet, Ill.....	State Penitentiary .....	1872	Free...	A. & R. ....	0,000
813	Joliet, Ill.....	Young Men's Christian Association ..	1882	Free...	Y. M. C. A. ..	300
814	Kankakee, Ill.....	Ladies' Library Association .....	1875	Sub...	Soc'l .....	2,030
815	Kankakee, Ill.....	Saint Joseph's Seminary* .....			Sch .....	500
816	Kewanee, Ill.....	Public Library .....	1875	Free...	Gen .....	3,500
817	Knoxville, Ill.....	Public Library and Reading Room ..	1878	Free...	Gen .....	1,524
818	Knoxville, Ill.....	Saint Mary's School .....	1868	Free...	Sch .....	900
819	Lake, Ill. (P. O., Chicago)	Union Library, Buckley School .....	1869	Free...	Sch .....	575
820	Lake Forest, Ill.....	Lake Forest University .....	1859	Sub...	Col .....	5,000
821	Lake Forest, Ill.....	Ferry Hall .....	1869		Sch .....	550
822	Lake View, Ill. (P. O., Wright's Grove).	High School .....	c1874	Free...	Sch .....	1,000
823	Lanark, Ill.....	High School Library .....	1875	Free...	Sch .....	420
824	La Salle, Ill.....	St. Vincent's School* .....	1869		Sch .....	350
825	La Salle, Ill.....	Society of the Children of Mary .....	1870	Sub...	Soc'l .....	300
826	Lebanon, Ill.....	McKendree College .....	1835		Col .....	8,000
827	Lebanon, Ill.....	Philosophian Society .....	1838	Sub...	Soc'y .....	1,200
828	Lebanon, Ill.....	Platonian Society .....	1849	Free...	Soc'y .....	1,000
829	Lebanon, Ill.....	Clonian Society .....	1869		Soc'y .....	800
830	Lincoln, Ill.....	Library Association .....	1874	Sub...	Gen .....	2,218
831	Lincoln, Ill.....	Lincoln University .....	1866		Col .....	3,600
832	Litchfield, Ill.....	Free Public Library .....	1882	Free...	Gen .....	1,555
833	Lockport, Ill.....	Public School Library, Dist. No. 6 ..		Free...	Sch .....	475
834	Loda, Ill.....	Loda Literary Society .....	1869	Sub...	Soc'l .....	501
835	Macomb, Ill.....	Macomb City Free Public Library ..	1882	Free...	Gen .....	2,030
836	Maplewood, Ill.....	School Libraries of Maplewood .....	1883	Free...	Sch .....	1,000
837	Marengo, Ill.....	Woman's Christian Temperance Union .....	1884	Free...	Soc'l .....	550
838	Mascoutah, Ill.....	Mascoutah Leseverein .....	1856	Sub...	Soc'l .....	815
839	Maywood, Ill.....	Library Association .....	1874	Sub...	Gen .....	1,200
840	Mendota, Ill.....	Blackstone School Library .....	1868	Free...	Sch .....	438
841	Mendota, Ill.....	Library Association .....	1874	Sub...	Gen .....	2,568
842	Minonk, Ill.....	Library Association .....	1879	Sub...	Gen .....	477
843	Moline, Ill.....	Concordia Germania Turnverein ..	1861		Soc'l .....	570
844	Moline, Ill.....	Public Library* .....	1873	Free...	Gen .....	6,241
845	Monmouth, Ill.....	Monmouth College .....	1856	Free...	Col .....	8,090
846	Monmouth, Ill.....	Warren County Library and Read- ing Room .....	1870	Sub...	Gen .....	11,156
847	Monticello, Ill.....	Monticello Library .....	1876	Free...	Gen .....	600
848	Morgan Park, Ill.....	Baptist Union Theological Seminary ..	1867	Free...	The'l .....	25,000
849	Morgan Park, Ill.....	School Library, Morgan Park Mil- itary Academy .....	1876	Free...	Sch .....	400
850	Morris, Ill.....	Library Association .....	1873	Sub...	Gen .....	1,000

\* From a return for 1884.

a 400 volumes belong to the Y. M. C. A. of Jack-  
sonville.b Destroyed by fire in 1883, and re-established in  
the same year.c Destroyed by fire in March, 1885; re-established  
September, 1885.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
851	Morris, Ill.	Normal and Scientific Library	1878	Free	Sch.	500
852	Morrison, Ill.	Literary and Scientific Association	1878	Sub.	Soc'l.	2,500
853	Mount Carroll, Ill.	Library Association	1870	Free	Gen.	1,000
854	Mount Carroll, Ill.	Mount Carroll Seminary	1853	Free	Sch.	5,000
855	Mount Morris, Ill.	Cassel Library of Mount Morris College.	1889	Sub.	Col.	12,000
856	Mount Vernon, Ill.	Supreme Court, Southern Grand Division.	.....	Free	Law	7,000
857	Naperville, Ill.	Northwestern College	1861	Free	Col.	1,200
858	New Athens, Ill.	Verein Vorwaerts.	1870	Free	Soc'l.	350
859	Normal, Ill.	Soldiers' Orphans' Home.	1869	Free	A. & R.	2,410
860	Normal, Ill.	State Normal University.	1857	Free	Col.	2,000
861	Normal Park, Ill.	Cook County Normal School.	1868	Free	Sch.	4,500
862	Oak Park, Ill.	Library Association	1882	Sub.	Gen.	1,316
863	Oblong, Ill.	Public Library	1883	Free	Gen.	300
864	Odin, Ill.	Lyceum and Library.	1885	Free	Gen.	400
865	Olney, Ill.	Public Library	1872	Free	Gen.	2,500
866	Onarga, Ill.	Grand Prairie Seminary and Commercial College.*	1863	.....	Sch.	1,650
867	Onarga, Ill.	Public Library	1873	Free	Gen.	2,190
868	Oquawka, Ill.	Library Association	1874	Sub.	Gen.	500
869	Ottawa, Ill.	City and Township High School.	1878	Free	Sch.	1,100
870	Ottawa, Ill.	Odd Fellows' Library (Ottawa Lodge No. 41, I. O. O. F.).	1865	Free	I. O. O. F.	1,450
871	Ottawa, Ill.	Reddick Library	1885	Free	Gen.	(a)
872	Ottawa, Ill.	Supreme Court, Northern Grand Division.	1849	Free	Law	6,000
873	Ottawa, Ill.	Young Ladies' Temperance Union Library Association.	1881	Free	Soc'l.	2,000
874	Pana, Ill.	Young Men's Christian Association.	1885	Free	Y.M.C.A.	425
875	Paris, Ill.	Edgar Collegiate Institute	.....	.....	Sch.	600
876	Paris, Ill.	Young Men's Christian Association.	.....	Sub.	Y.M.C.A.	1,300
877	Pekin, Ill.	Ladies' Library Association	1866	Sub.	Soc'l.	2,080
878	Pekin, Ill.	Pekin Turnverein	1874	Sub.	Soc'l.	680
879	Peoria, Ill.	High School Library	1870	.....	Sch.	1,225
880	Peoria, Ill.	Law Library Association	1879	Sub.	Law	4,000
881	Peoria, Ill.	Public Library	1880	Free	Gen.	25,350
882	Peoria, Ill.	Young Men's Christian Association.	.....	Free	Y.M.C.A.	600
883	Peru, Ill.	Peru Turnverein	.....	.....	Soc'l.	398
884	Peru, Ill.	Public School Library	1866	Free	Sch.	500
885	Pittsfield, Ill.	Public Library	1878	Free	Gen.	1,200
886	Polo, Ill.	Library Association	1871	Sub.	Gen.	1,600
887	Polo, Ill.	School Library	.....	Free	Sch.	300
888	Pontiac, Ill.	Library Association	1880	Sub.	Gen.	794
889	Pontiac, Ill.	State Reform School	1870	Free	A. & R.	1,200
890	Prairie du Rocher, Ill.	Library and Literary Association	1884	Free	Gen.	400
891	Princeton, Ill.	High School Library	1867	Free	Sch.	1,000
892	Pullman, Ill.	Pullman Public Library	1883	Free	Gen.	6,000
893	Quincy, Ill.	Chaddock College	1884	.....	Col.	500
894	Quincy, Ill.	Friends in Council	1875	Free	Soc'l.	525
895	Quincy, Ill.	High School Library	1865	Free	Gen.	365
896	Quincy, Ill.	Quincy Library	1841	.....	Gen.	6,400
897	Quincy, Ill.	Quincy Turnverein	.....	.....	Soc'l.	800
898	Quincy, Ill.	St. Francis Solanus College.	1859	.....	Col.	*1,563
899	Quincy, Ill.	St. Mary's Institute	.....	.....	Sch.	300
900	Rantoul, Ill.	Literary Society	1874	.....	Soc'l.	600
901	Ravenswood, Ill.	Ravenswood Historical Society	1882	Free	Hist'l.	1,000
902	Renault, Ill.	Library and Literary Association	1875	Sub.	Gen.	200
903	River Forest, Ill.	River Forest Institute	.....	.....	Sch.	2,503
904	Rochelle, Ill.	High School Library	1883	Free	Sch.	600
905	Rockford, Ill.	Business College	1881	.....	Col.	300
906	Rockford, Ill.	Public Library	1872	Free	Gen.	13,100
907	Rockford, Ill.	Rockford Seminary*	1851	.....	Sch.	4,000
908	Rock Island, Ill.	Augustana College and Theological Seminary.	1861	Free	The'l.	7,810
909	Rock Island, Ill.	Fairview Academy	.....	.....	Sch.	400
910	Rock Island, Ill.	Post Library, Rock Island Arsenal.	1870	Free	Gar.	808
911	Rock Island, Ill.	Public Library	1872	Free	Gen.	8,057

\*From a return for 1884.

a No books yet purchased, owing to legal difficulties.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
912	Roodhouse, Ill.....	Railroad Young Men's Christian Association.	1881	Sub...	Y.M.C.A.	725
913	Rushville, Ill.....	High School Library.....	1870	Free..	Sch.....	300
914	Rushville, Ill.....	Library Association.....	1878	Sub...	Gen.....	1,500
915	St. Anne, Ill.....	St. Anne's Library.....	1859	Free..	Gen.....	500
916	St. Charles, Ill. (No. 14, I. O. O. F.).	Odd Fellows' Library, St. Charles Lodge.	1860	Free..	I. O. O. F.	460
917	St. Charles, Ill.....	Woman's Christian Temperance Union.	1885	Sub...	Soc'l.....	625
918	Sandwich, Ill.....	Sandwich Library.....	1865	Sub...	Gen.....	660
919	Shannon, Ill.....	School and Public Library.....	1880	Free..	Gen.....	300
920	Shelbyville, Ill.....	Public School Library.....	1883	Free..	Sch.....	600
921	Sheldon, Ill.....	Literary and Library Association.	1881	Sub...	Gen.....	300
922	Smithton, Ill.....	Smithton Leseverein.....	1860	Sub...	Soc'l.....	522
923	South Chicago, Ill.....	Public School Library.....	1873	Free..	Sch.....	1,000
924	South Evanston, Ill.....	Industrial School for Girls.....	1877	Free..	Sch.....	595
925	Sparta, Ill.....	Addisonian Library Association*.	1873	Free..	Soc'l.....	300
926	Sparta, Ill.....	High School Library.....	1878	Free..	Sch.....	600
927	Sparta, Ill.....	Sparta Circulating Library.....	1874	Sub...	Soc'l.....	403
928	Springfield, Ill.....	Bettie Stuart Institute *.....	300	Free..	Sch.....	300
929	Springfield, Ill.....	Concordia Seminary.....	1875	Free..	The'l.....	800
930	Springfield, Ill.....	Geological Survey of Illinois.....	1858	Free..	Sci.....	1,250
931	Springfield, Ill.....	High School Library.....	300	Free..	Sch.....	2,000
932	Springfield, Ill.....	Public Library.....	1866	Free..	Gen.....	8,000
933	Springfield, Ill.....	State Library *.....	1818	Free..	State.....	40,000
934	Springfield, Ill.....	Supreme Court, Central Grand Division.	1837	Free..	Law.....	8,000
935	Springfield, Ill.....	Ursuline Academy of St. Joseph.....	300	Free..	Sch.....	1,000
936	Sterling, Ill.....	Public Library.....	1878	Free..	Gen.....	3,953
937	Streator, Ill.....	Ladies' Library Association.....	1877	Sub...	Soc'l.....	2,766
938	Sugar Grove, Ill.....	School Library.....	1875	Free..	Sch.....	500
939	Teutopolis, Ill.....	St. Joseph's Diocesan College.....	1861	Free..	Col.....	3,500
940	Tiskilwa, Ill.....	Library Association.....	1875	Sub...	Gen.....	500
941	Toulon, Ill.....	Toulon High School Library.....	300	Free..	Sch.....	300
942	Turner, Ill.....	School Library.....	1875	Free..	Sch.....	300
943	Upper Alton, Ill.....	Shurtliff College.....	1835	Free..	Col.....	8,000
944	Upper Alton, Ill.....	Alpha Zeta Society.....	1847	Free..	Soc'y.....	942
945	Upper Alton, Ill.....	Sigma Phi Society.....	1859	Free..	Soc'y.....	675
946	Upper Alton, Ill.....	Theological department.....	1866	Free..	The'l.....	1,605
947	Urbana, Ill.....	Free Library.....	1874	Free..	Gen.....	4,237
948	Urbana, Ill. (P. O., Champagne).	University of Illinois.....	1868	Free..	Col.....	15,539
949	Virginia, Ill.....	Central Illinois Science Society....	1872	Free..	Sci.....	1,297
950	Walshville, Ill.....	Farmers' Library.....	1877	Free..	Soc'l.....	445
951	Warsaw, Ill.....	Free Public Library.....	1872	Free..	Gen.....	1,865
952	Warsaw, Ill.....	Monroe Advance Society.....	1870	Sub...	Soc'l.....	800
953	Waukegan, Ill.....	High School Library.....	1876	Free..	Sch.....	425
954	Westfield, Ill.....	Westfield College.....	1865	Free..	Col.....	2,500
955	Wheaton, Ill.....	Wheaton College.....	1858	Free..	Col.....	2,500
956	White Hall, Ill.....	Library Association.....	1876	Sub...	Gen.....	650
957	Wilmington, Ill.....	Wilmington School Library.....	300	Sub...	Sch.....	400
958	Winchester, Ill.....	Public School Library.....	1881	Free..	Sch.....	543
959	Winnetka, Ill.....	Public Library.....	1885	Free..	Gen.....	726
960	Woodstock, Ill.....	Literary Association.....	1875	Free..	Soc'l.....	800
961	Woodstock, Ill.....	Todd Seminary for Boys *.....	1870	Free..	Sch.....	600
962	Yates City, Ill.....	School and Public Library.....	1873	Free..	Gen.....	1,487
963	Yorkville, Ill.....	Union Library.....	1872	Sub...	Gen.....	400
964	Acton, Ind.....	Franklin Township Library.....	300	Free..	Gen.....	400
965	Anderson, Ind.....	Library Association.....	1879	Sub...	Gen.....	700
966	Angola, Ind.....	Maclure Workmen's Library.....	300	Free..	Soc'l.....	300
967	Angola, Ind.....	Philo and Crescent Literary Societies (Tri-State Normal School).	1884	Free..	Soc'y.....	400
968	Angola, Ind.....	Pleasant Township Library.....	300	Free..	Gen.....	430
969	Aurora, Ind.....	Public Library Association.....	1882	Free..	Gen.....	2,000
970	Bedford, Ind.....	Lawrence County Library*.....	1833	Free..	Gen.....	1,200
971	Bloomington, Ind.....	Bloomington Academy.....	1846	Free..	Sch.....	500
972	Bloomington, Ind.....	Indiana University.....	1820	Sub...	Col.....	7,600
973	Bloomington, Ind.....	Monroe County Library.....	1821	Sub...	Gen.....	2,000
974	Bluffton, Ind.....	Wells County Library.....	1832	Free..	Gen.....	856
975	Bonville, Ind.....	Boon Township Library.....	300	Free..	Gen.....	530
976	Brazil, Ind.....	Public Library Association.....	1879	Free..	Gen.....	1,310

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
977	Broad Ripple, Ind. ....	Washington Township Library .....	1852	Free..	Gen .....	350
978	Brookville, Ind. ....	Brookville Township Library .....	1852	Free..	Gen .....	1,500
979	Brookville, Ind. ....	Society of Natural History .....	1881	Free..	Soc' .....	2,000
980	Butler, Ind. ....	Public School Library .....			Sch .....	300
981	Charlestown, Ind. ....	Charlestown Township Library .....	1884	Free..	Gen .....	400
982	Clermont, Ind. ....	Wayne Township Library .....		Free..	Gen .....	800
983	Columbus, Ind. ....	Bartholomew County Library .....	1855	Free..	Sch .....	456
984	Connorsville, Ind. ....	City School Library .....		Sub..	Sch .....	350
985	Connorsville, Ind. ....	Township Libraries .....	1865	Free..	Gen .....	3,120
986	Covington, Ind. ....	City School Library .....			Sch .....	500
987	Crawfordsville, Ind. ....	Wabash College .....	1832		Col .....	22,052
988	Crawfordsville, Ind. ....	Calliopean Literary Society .....	1855	Free..	Soc'y .....	2,000
989	Crawfordsville, Ind. ....	Lycum Literary Society .....	1855	Free..	Soc'y .....	2,000
990	Crown Point, Ind. ....	Maclure Library .....	1804	Free..	Sch .....	500
991	Crown Point, Ind. ....	Public School Library .....	1884	Free..	Sch .....	500
992	Danville, Ind. ....	Central Normal College .....	1876	Free..	Sch .....	1,300
993	Delphi, Ind. ....	Public School Library .....	1868	Free..	Sch .....	500
994	Elkhart, Ind. ....	Public School Library .....	1884	Free & sub.	Sch .....	2,500
995	Evansville, Ind. ....	Knight Township Library .....	1850	Free..	Gen .....	400
996	Evansville, Ind. ....	Perry Township Library .....	1850	Free..	Gen .....	430
997	Evansville, Ind. ....	Pigeon Township Library .....	1850	Free..	Gen .....	700
998	Evansville, Ind. ....	Vanderburgh County Library .....	1850	Free..	Gen .....	3,000
999	Evansville, Ind. ....	Willard Library .....	1885	Free..	Sch .....	10,000
1000	Evansville, Ind. ....	Young Men's Christian Association .....	1881	Free..	Y. M. C. A. .....	575
1001	Fort Wayne, Ind. ....	Catholic Library Association .....	1871	Sub..	Soc'l .....	4,700
1002	Fort Wayne, Ind. ....	Concordia College .....	1850	Free..	Col .....	2,000
1003	Fort Wayne, Ind. ....	Fort Wayne College* .....	1851		Col .....	650
1004	Fort Wayne, Ind. ....	Public School Library .....	1869	Free..	Sch .....	5,500
1005	Fort Wayne, Ind. ....	Railroad Department of Young Men's Christian Association .....	1884	Free..	Y. M. C. A. .....	700
1006	Fort Wayne, Ind. ....	Wayne Township Library .....		Free..	Gen .....	650
1007	Fort Wayne, Ind. ....	Westminster Seminary for Young Ladies .....			Sch .....	600
1008	Frankfort, Ind. ....	High School Library .....	1877	Free..	Sch .....	3,000
1009	Frankfort, Ind. ....	Public Library .....	1877	Free..	Gen .....	1,200
1010	Franklin, Ind. ....	Franklin College .....	1844	Free..	Col .....	4,637
1011	Franklin, Ind. ....	High School Library .....		Free..	Sch .....	300
1012	Goshen, Ind. ....	Elkhart Township Library .....	1870	Free..	Gen .....	400
1013	Goshen, Ind. ....	Goshen City School Library .....	1885	Free..	Sch .....	1,125
1014	Gosport, Ind. ....	High School Library .....	1884	Free..	Sch .....	3,000
1015	Greencastle, Ind. ....	DePauw University .....	1837		Col .....	415,450
1016	Greencastle, Ind. ....	Theological School .....			The'l .....	1,700
1017	Greensborough, Ind. ....	Township Library .....	1865	Sub..	Gen .....	335
1018	Hanover, Ind. ....	Hanover College .....	1827		Col .....	6,000
1019	Hanover, Ind. ....	McLean Faculty Library .....			Special .....	1,000
1020	Hanover, Ind. ....	Society Libraries (3) .....		Free..	Soc'y .....	2,000
1021	Hartsville, Ind. ....	Hartsville College .....	1872	Free..	Col .....	1,670
1022	Huntingburg, Ind. ....	Patoka Township Library .....	1859	Free..	Gen .....	634
1023	Huntington, Ind. ....	Public School Library .....	1874		Sch .....	5,000
1024	Indianapolis, Ind. ....	Bar Association .....	1878	Sub..	Law .....	2,000
1025	Indianapolis, Ind. ....	Bobb's Medical Library (Medical College of Indiana) .....			Med .....	2,000
1026	Indianapolis, Ind. ....	Bureau of Statistics of Indiana .....	1879			750
1027	Indianapolis, Ind. ....	Center Township Library .....		Free..	Gen .....	3,000
1028	Indianapolis, Ind. ....	Central College of Physicians and Surgeons .....			Med .....	500
1029	Indianapolis, Ind. ....	Indiana Historical Society .....	1831	Free..	Hist'l .....	1,200
1030	Indianapolis, Ind. ....	Indiana Hospital for Insane .....	1875	Free..	A. & R. ....	1,500
1031	Indianapolis, Ind. ....	Indianapolis Railroad Christian Association .....	1878	Free..	Soc'l .....	300
1032	Indianapolis, Ind. ....	Indianapolis Seminary .....			Sch .....	500
1033	Indianapolis, Ind. ....	Institution for the Education of the Blind .....	1850		Sch .....	1,000
1034	Indianapolis, Ind. ....	Institution for the Education of the Deaf and Dumb .....	1853		Sch .....	3,800
1035	Indianapolis, Ind. ....	Marion County Library .....	1844		Gen .....	4,500
1036	Indianapolis, Ind. ....	Public Library .....	1872	Free..	Gen .....	39,590
1037	Indianapolis, Ind. ....	St. John's Academy .....			Sch .....	500
1038	Indianapolis, Ind. ....	Social Turnverein* .....	1850	Free..	Soc'l .....	750

\* From a return for 1884.

α Including Simison, Latin, and Biddle Mathematical Libraries.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
1039	Indianapolis, Ind .....	State Board of Agriculture .....	1852	Free..	Sci .....	900
1040	Indianapolis, Ind .....	State Board of Health .....	1884	Free..	Med .....	600
1041	Indianapolis, Ind .....	State Law Library .....	1867	Free..	Law .....	14,500
1042	Indianapolis, Ind .....	State Library .....	1825	Free..	State .....	23,000
1043	Indianapolis, Ind .....	State Medical Society .....	1880	.....	Med .....	1,000
1044	Indianapolis, Ind .....	The William Hacker Library (Masonic). .....	1884	Free..	Masonic ..	2,000
1045	Indianapolis, Ind .....	Young Men's Christian Associa- tion.* .....	1870	Free..	Y. M. C. A	600
1046	Inglesfield, Ind .....	Scott Township Library .....	1850	Free..	Gen .....	400
1047	Irvington, Ind .....	Butler University .....	1860	Free..	Col .....	3,000
1048	Irvington, Ind .....	Society Libraries (5) .....	.....	.....	Soc'y .....	2,000
1049	Jeffersonville, Ind .....	State Prison (South) .....	1858	.....	A. & R ..	3,000
1050	Jeffersonville, Ind .....	Township Library .....	1855	Free..	Gen .....	1,200
1051	Kentland, Ind .....	Newton County Library .....	1868	Free..	Gen .....	338
1052	Knightstown, Ind .....	Indiana Soldiers' Orphans' Home and Asylum for Feeble-minded Children. ....	1885	Free..	A. & R ..	400
1053	Kokomo, Ind .....	J. M. Scotton's Circulating Library	1875	Free..	Soc'l .....	400
1054	Ladoga, Ind .....	Central Indiana Normal School ..	1876	Free..	Sch .....	2,000
1055	La Fayette, Ind .....	Public Library .....	1882	Free..	Gen .....	8,600
1056	La Fayette, Ind .....	Purdue University .....	1875	Free..	Col .....	2,300
1057	La Porte, Ind .....	Odd Fellows' Library Association.	1873	Free..	I. O. O. F.	1,228
1058	Lawrence, Ind .....	Lawrence Township Library .....	.....	Free..	Gen .....	600
1059	Lawrence, Ind .....	Warren Township Library .....	.....	Free..	Gen .....	300
1060	Lawrenceburg, Ind .....	Lawrenceburg Township Library.	1853	Free..	Gen .....	600
1061	Lebanon, Ind .....	Center Township Library .....	1872	Free..	Gen .....	300
1062	Leopold, Ind .....	Leopold Township Library .....	1852	Free..	Gen .....	310
1063	Logansport, Ind .....	American Normal College .....	.....	.....	Sch .....	820
1064	Logansport, Ind .....	Eel Township Library .....	1859	Free..	Gen .....	600
1065	Logansport, Ind .....	Noble Township Library .....	1859	Free..	Gen .....	500
1066	Logansport, Ind .....	Public School Library .....	1880	Free..	Sch .....	729
1067	Logansport, Ind .....	Washington Township Library ..	1859	Free..	Gen .....	400
1068	Madison, Ind .....	Madison Library .....	1854	Sub ..	Gen .....	3,000
1069	Madison, Ind .....	Madison Township Library .....	1855	Free..	Gen .....	500
1070	Mallott Park, Ind .....	Millersville Free Library Associa- tion. ....	1882	Free..	Gen .....	517
1071	Martinsville, Ind .....	Eclectic Library .....	1880	Free..	Sch .....	350
1072	Martinsville, Ind .....	Washington Township Library ..	.....	Free..	Gen .....	450
1073	Merom, Ind .....	Union Christian College .....	1853	Free..	Col .....	1,260
1074	Michigan City, Ind .....	Northern Indiana Prison Library.	1885	Free..	A. & R ..	2,000
1075	Milltown, Ind .....	Whiskey Run Township Library.	.....	Free..	Gen .....	350
1076	Mishawaka, Ind .....	Public School Library .....	.....	Free..	Sch .....	382
1077	Mitchell, Ind .....	Southern Indiana Normal College.	1880	Free..	Sch .....	1,000
1078	Monticello, Ind .....	Public School Library .....	1878	Free..	Sch .....	300
1079	Moore's Hill, Ind .....	Moore's Hill College .....	1854	Free..	Col .....	500
1080	Mooreville, Ind .....	Brown Township Library .....	1859	Free..	Gen .....	300
1081	Mooreville, Ind .....	High School Library .....	1875	Free..	Sch .....	400
1082	Mt. Vernon, Ind .....	County and Mechanics' Library ..	1850	Free..	Gen .....	1,200
1083	Muncie, Ind .....	Public Library .....	1874	Free..	Gen .....	6,111
1084	New Albany, Ind .....	DePauw College for Young Wom- en. ....	1846	Free..	Col .....	1,200
1085	New Albany, Ind .....	New Albany Township Library ..	1851	Free..	Gen .....	1,400
1086	New Albany, Ind .....	Public Library .....	1885	Free..	Gen .....	1,674
1087	New Augusta, Ind .....	Pike Township Library .....	.....	Free..	Gen .....	335
1088	New Harmony, Ind .....	Workmen's Institute .....	1858	Both ..	Soc'l .....	8,000
1089	Notre Dame, Ind .....	Lemonnier Library (University of Notre Dame). ..	1843	Free..	Col .....	23,000
1090	Notre Dame, Ind .....	St. Mary's Library (St. Mary's Academy). ....	.....	Free..	Sch .....	5,200
1091	Perryville, Ind .....	Highland Township Library .....	.....	Free..	Gen .....	350
1092	Peru, Ind .....	High School Library .....	1870	Free..	Sch .....	350
1093	Plymouth, Ind .....	Marshall County Library .....	1867	Free..	Gen .....	400
1094	Princeton, Ind .....	Public Library .....	1881	Free..	Gen .....	2,300
1095	Rensselaer, Ind .....	Iroquois Library .....	1857	Free..	Gen .....	469
1096	Richmond, Ind .....	Earlham College .....	1847	.....	Col .....	4,000
1097	Richmond, Ind .....	Ionian Library .....	1857	Sub ..	Soc'y .....	2,000
1098	Richmond, Ind .....	Phoenix Library .....	1856	Sub ..	Soc'y .....	1,000
1099	Richmond, Ind .....	Morrison Library .....	1864	Free..	Gen .....	13,500
1100	Richmond, Ind .....	Wayne County Law Library As- sociation. ....	1874	Sub ..	Law .....	2,500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1101	Richmond, Ind.	Young Men's Christian Association			Y. M. C. A.	400
1102	Rising Sun, Ind.	Natural History Club.	1884	Free	Sci.	429
1103	Rising Sun, Ind.	Randolph Township Library		Free	Gen	581
1104	Rockport, Ind.	Ohio Township Library.	1855	Free	Gen	1,050
1105	Rome, Ind.	Tobin Township Library.	1852	Free	Gen	400
1106	St. Joseph, Ind.	German Township Library.	1850	Free	Gen	550
1107	St. Meinrad, Ind.	St. Meinrad's College.	1860	Free	Col.	1,008
1108	St. Meinrad, Ind.	St. Meinrad's Abbey.	1854	Free	Theol.	11,500
1109	South Bend, Ind.	Portage Township Library.	1855	Free	Gen	542
1110	South Bend, Ind.	Young Men's Christian Association		Free	Y. M. C. A.	1,000
1111	Southport, Ind.	Perry Township Library.		Free	Gen	700
1112	Spiceland, Ind.	Spiceland Academy Library Association.	1867		Soc'l.	1,200
1113	Terre Haute, Ind.	Public Library.	1882	Free	Gen	5,343
1114	Terre Haute, Ind.	Rose Polytechnic Institute.	1863	Free	Sci.	4,212
1115	Terre Haute, Ind.	State Normal School.	1870	Free	Sch.	3,000
1116	Terre Haute, Ind.	Terre Haute Commercial College.			Sch.	500
1117	Tipton, Ind.	High School Library.		Free	Sch.	300
1118	Troy, Ind.	Troy Township Library.	1867	Free	Gen	300
1119	Union City, Ind.	Public School Library.			Sch.	300
1120	Valparaiso, Ind.	Northern Indiana Normal School.	1873	Free	Sch.	5,000
1121	Vevay, Ind.	Workingmen's Library.	1850	Free	Soc'l.	1,855
1122	Vincennes, Ind.	Cathedral Library.			Soc'l.	1,500
1123	Vincennes, Ind.	Public School Library.	1873	Free	Sch.	756
1124	Vincennes, Ind.	Vincennes Township Library.		Free	Gen	500
1125	Vincennes, Ind.	Vincennes University.	1855		Col.	4,000
1126	Wabash, Ind.	Maclure Workingmen's Institute.	1854	Free	Soc'l.	300
1127	Wabash, Ind.	Noble Township Library.	1865	Free	Gen	650
1128	Warsaw, Ind.	Public Library.	1885	Free	Gen	790
1129	Warsaw, Ind.	Public School Library.			Sch.	350
1130	West Newton, Ind.	Decatur Township Library.		Free	Gen	300
1131	Winchester, Ind.	High School Library.	1880	Free	Sch.	525
1132	Winchester, Ind.	Randolph County Law Library Association.	1883	Sub.	Law	2,303
1133	Young America, Ind.	Deer Creek Township Library.	1859	Free	Gen	300
1134	Atoka, Ind. Ter.	Grand Lodge A. F. and A. M.	1880	Free	Masonic	600
1135	Camp Supply, Ind. Ter.	Post Library.	1863	Free	Gar.	335
1136	Fort Sill, Ind. Ter.	Post Library.	1863	Free	Gar.	1,166
1137	Muscogee, Ind. Ter.	Indian University.			Col.	500
1138	Nelson, Ind. Ter.	Spencer Academy.			Sch.	500
1139	Oak Lodge, Ind. Ter.	New Hope Female Seminary*.			Sch.	300
1140	Tahlequah, Ind. Ter.	Cherokee National Female Seminary.			Sch.	600
1141	Tahlequah, Ind. Ter.	Cherokee National Male Seminary.	1850		Sch.	1,000
1142	Tahlequah, Ind. Ter.	National Council Library*.	1869	Free	Tet.	2,100
1143	Wheelock, Ind. Ter.	Wheelock Seminary.			Sch.	700
1144	Albia, Iowa.	Albia Lyceum*.	1870	Free	Soc'l.	1,500
1145	Albion, Iowa.	Albion Seminary.	1872	Free	Sch.	500
1146	Ames, Iowa.	Iowa Agricultural College.	1868	Free	Col.	800
1147	Anamosa, Iowa.	Penitentiary Library.	1872	Free	A. & R.	1,800
1148	Bloomfield, Iowa.	Bloomfield and Normal School Library.	1876	Free	Sch.	400
1149	Boone, Iowa.	Public Library.	1885	Free	Gen	323
1150	Boone, Iowa.	Public School Library.	1879	Free	Sch.	1,000
1151	Burlington, Iowa.	Burlington University.	1852	Free	Col.	3,500
1152	Burlington, Iowa.	First German Evangelical School.	1873	Free	Sch.	300
1153	Burlington, Iowa.	Free Public Library.	1885	Free	Gen	7,000
1154	Burlington, Iowa.	Young Men's Christian Association.	1879	Free	Y. M. C. A.	450
1155	Cedar Falls, Iowa.	Public Library.	1878	Free	Gen	2,600
1156	Cedar Falls, Iowa.	State Normal School.			Sch.	2,250
1157	Cedar Rapids, Iowa.	Cedar Rapids Library.	1879	Sub.	Gen	2,500
1158	Cedar Rapids, Iowa.	Coe College.	1881	Free	Col.	1,462
1159	Cedar Rapids, Iowa.	Iowa Masonic Library.	1844	Free	Masonic	10,000
1160	Clinton, Iowa.	Public School Library.	1882	Free	Sch.	2,800
1161	College Springs, Iowa.	Amity College.	1860	Free	Col.	800
1162	Columbus Junction, Iowa.	Eastern Iowa Normal School.	1882	Sub.	Sch.	600
1163	Council Bluffs, Iowa.	Free Public Library.	1882	Free	Gen	5,300
1164	Council Bluffs, Iowa.	Iowa Institution for the Deaf and Dumb.	1863	Free	Sch.	575

\* From a return for 1884.

a Books and pamphlets.

b Bought by school district in 1882.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1165	Davenport, Iowa.....	Academy of Natural Sciences....	1867	Free..	Sci.&Hist'l	10,000
1166	Davenport, Iowa.....	Academy of the Immaculate Conception.	1859	Sub..	Sch.....	1,927
1167	Davenport, Iowa.....	Davenport Business College*	.....	.....	Sch.....	350
1168	Davenport, Iowa.....	Grant's Law Library.....	1840	Free..	Law.....	6,000
1169	Davenport, Iowa.....	Griswold College.....	1860	.....	Col.....	7,500
1170	Davenport, Iowa.....	Library Association.....	1866	Sub..	Gen.....	10,500
1171	Davenport, Iowa.....	Orphan's Home.....	1868	.....	A. & R..	1,200
1172	Davenport, Iowa.....	Young Men's Christian Association.	1865	Free..	Y. M. C. A.	600
1173	Decorah, Iowa.....	Norwegian Luther College.....	1861	Sub..	Col.....	4,225
1174	Decorah, Iowa.....	Mimer Library.....	1876	Sub..	Soc'y.....	900
1175	Denison, Iowa.....	School Library.....	1880	Free..	Sch.....	650
1176	Denmark, Iowa.....	Denmark Academy.....	1854	Free..	Sch.....	600
1177	Des Moines, Iowa.....	Drake University.....	1881	Free..	Col.....	1,200
1178	Des Moines, Iowa.....	Public Library.....	1866	Free..	Gen.....	5,800
1179	Des Moines, Iowa.....	State Library.....	1838	.....	State.....	22,554
1180	Des Moines, Iowa.....	Young Men's Christian Association.	1872	Free..	Y. M. C. A.	500
1181	Dexter, Iowa.....	Dexter Normal School.....	1885	Free..	Sch.....	1,000
1182	Dubuque, Iowa.....	Bayless College Library.....	1858	Free..	Sch.....	300
1183	Dubuque, Iowa.....	German Presbyterian Theological School of the Northwest.	1856	.....	The'l.....	1,500
1184	Dubuque, Iowa.....	Iowa Institute of Science and Art.	1869	Sub..	Sci.....	2,000
1185	Dubuque, Iowa.....	St. Joseph's College.....	.....	.....	Col.....	2,000
1186	Dubuque, Iowa.....	Young Men's Library Association.	1866	Sub..	Soc'l.....	13,000
1187	Eldora, Iowa.....	Iowa Industrial School.....	1881	.....	A. & R..	650
1188	Eldora, Iowa.....	Library and Free Reading Room.	1878	Sub..	Soc'l.....	787
1189	Epworth, Iowa.....	Seminary Library.....	1875	Free..	Sch.....	800
1190	Estherville, Iowa.....	Library Association.....	1879	Sub..	Soc'l.....	371
1191	Fairfield, Iowa.....	Jefferson County Library Association.	1853	Sub..	Gen.....	8,500
1192	Fairfield, Iowa.....	Parsons College.....	1875	Free..	Col.....	2,200
1193	Farmington, Iowa.....	Library Association.....	1876	Sub..	Soc'l.....	370
1194	Fayette, Iowa.....	Upper Iowa University.....	1860	Free..	Col.....	5,000
1195	Fayette, Iowa.....	Merrill Library of Philomathean Society.	1857	Sub..	Soc'y.....	500
1196	Fort Dodge, Iowa.....	Library Association.....	1874	Sub..	Soc'l.....	2,500
1197	Fort Madison, Iowa.....	Iowa Penitentiary.....	1856	Free..	A. & R..	3,400
1198	Fort Madison, Iowa.....	"White Ribbon" Circulating Library.	1880	Sub..	Soc'l.....	500
1199	Grinnell, Iowa.....	Iowa College.....	1843	Free..	Col.....	10,000
1200	Grinnell, Iowa.....	Chrestomathian Library.....	1852	Fr.....	Soc'y.....	316
1201	Hopkinton, Iowa.....	Lenox College.....	1871	Free..	Col.....	1,800
1202	Independence, Iowa.....	Free Public Library.....	1873	Free..	Gen.....	2,414
1203	Independence, Iowa.....	Hospital Library for the Insane.....	1873	Free..	A. & R..	555
1204	Indianola, Iowa.....	Public Library.....	1884	Sub..	Gen.....	962
1205	Indianola, Iowa.....	Simpson College.....	1867	Free..	Col.....	1,456
1206	Iowa City, Iowa.....	State Historical Society.....	1857	Free..	Hist'l.....	11,000
1207	Iowa City, Iowa.....	State University of Iowa.....	1860	Free..	Col.....	18,873
1208	Iowa City, Iowa.....	Law Department.....	1868	.....	Law.....	3,400
1209	Irrington, Iowa.....	Irrington District Library.....	1884	Free..	.....	300
1210	Jefferson, Iowa.....	Public School Library.....	1880	Free..	Sch.....	500
1211	Keokuk, Iowa.....	Bar Library.....	1882	Sub..	Law.....	5,000
1212	Keokuk, Iowa.....	Library Association.....	1863	Both..	Soc'l.....	7,000
1213	Keosauqua, Iowa.....	Odd Fellows' Library.....	1848	Free..	I. O. O. F.	1,200
1214	Le Claire, Iowa.....	Public Library.....	1876	Free..	Gen.....	1,200
1215	Le Mars, Iowa.....	Public Library.....	1876	Free..	Gen.....	800
1216	Little Rock, Iowa.....	Grant Township Farmers' Club.....	1874	Free..	Soc'l.....	540
1217	Lyons, Iowa.....	German Society Library.....	1859	Free..	Soc'l.....	855
1218	Lyons, Iowa.....	Young Men's Association.....	1863	Sub..	Soc'l.....	3,514
1219	McGregor, Iowa.....	High School Library.....	1867	Free..	Sch.....	579
1220	Manchester, Iowa.....	Free Public Library.....	1884	Free..	Gen.....	788
1221	Manchester, Iowa.....	Manchester Reading Room.....	1823	Free..	Soc'l.....	9,060
1222	Maquoketa, Iowa.....	Boardman Library Institute.....	.....	Sub..	Soc'l.....	1,400
1223	Marquette, Iowa.....	Public School Library.....	1870	Free..	Sch.....	500
1224	Marshalltown, Iowa.....	Public School Library.....	1880	.....	Sch.....	500
1225	Mason City, Iowa.....	Library Association.....	1871	Sub..	Soc'l.....	300
1226	Monticello, Iowa.....	Ladies' Library.....	1875	Sub..	Soc'l.....	700
1227	Mt. Pleasant, Iowa.....	German College.....	1875	Free..	Col.....	585
1228	Mt. Pleasant, Iowa.....	Iowa Hospital for the Insane.....	1861	Free..	A. & R..	4,000

\*From a return for 1881.



TABLE XVI.—Statistics of public libraries numbering 200 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1220	Mt. Pleasant, Iowa.....	Iowa Wesleyan University.....	1855	.....	Col.....	2,000
1230	Mt. Pleasant, Iowa.....	Hamline Literary Society.....	1855	Free..	Soc'y.....	900
1231	Mt. Pleasant, Iowa.....	Public Library.....	1876	Sub... Gen	.....	4,030
1232	Mt. Vernon, Iowa.....	Cornell College.....	1857	Free.. Col	.....	6,522
1233	Mt. Vernon, Iowa.....	Adelphian Society.....	1859	Free.. Soc'y	.....	1,150
1234	Mt. Vernon, Iowa.....	Normal Library.....	.....	.....	Special	500
1235	Muscataine, Iowa.....	Muscataine Academy of Science.....	1880	Free.. Sci	.....	700
1236	Newton, Iowa.....	Womens' Christian Temperance Union.	1878	Free.. Soc'l	.....	850
1237	Onawa, Iowa.....	Franklin Library.....	1867	Free..	.....	1,000
1238	Osage, Iowa.....	Cedar Valley Seminary.....	1870	Free.. Sch	.....	650
1239	Osage, Iowa.....	Sage Library.....	1875	Free..	.....	2,000
1240	Oskaloosa, Iowa.....	Oskaloosa College.....	1860	Free.. Col	.....	2,000
1241	Oskaloosa, Iowa.....	Penn College.....	1873	Free.. Col	.....	2,050
1242	Oskaloosa, Iowa.....	Public Library (under auspices of Masonic Fraternity).	1884	Sub... Gen	.....	1,600
1243	Ottumwa, Iowa.....	High School Library.....	1876	Free.. Sch	.....	700
1244	Ottumwa, Iowa.....	Public Library.....	1872	Sub... Gen	.....	4,400
1245	Pella, Iowa.....	Central University of Iowa.....	1871	Free.. Col	.....	1,500
1246	Sabula, Iowa.....	Library Association.....	1880	Sub... Soc'l	.....	550
1247	Salem, Iowa.....	Whittier College.....	1867	.....	Col	1,000
1248	Shenandoah, Iowa.....	Western Normal College and Shenandoah Commercial Institute.	.....	.....	Sch	*3,000
1249	Sigourney, Iowa.....	Keokuk County Educational Library.	1874	Sub... Soc'l	.....	765
1250	Sioux City, Iowa.....	Northwestern Business College.....	.....	.....	Sch	2,500
1251	Sutherland, Iowa.....	General N. B. Baker Library.....	1876	Sub... Gen	.....	500
1252	Tabor, Iowa.....	Tabor College.....	1870	Free.. Col	.....	5,411
1253	Toledo, Iowa.....	Western College.....	1881	Free.. Col	.....	3,050
1254	Trenton, Iowa.....	Henry County Institute of Science.	1870	Sub... Sci	.....	1,500
1255	Vinton, Iowa.....	H. N. Palmer's Circulating Library.....	1872	Sub... Soc'l	.....	3,000
1256	Vinton, Iowa.....	Iowa College for the Blind.....	1858	Free.. Sch	.....	1,300
1257	Vinton, Iowa.....	Tilford Collegiate Academy.....	1871	Free.. Sch	.....	200
1258	Waterloo, Iowa.....	Library Association.....	1865	Sub... Soc'l	.....	1,500
1259	Waukon, Iowa.....	Young Men's Temperance Association.	1861	Sub... Soc'l	.....	600
1260	Waverly, Iowa.....	Lecture and Library Association.....	1868	Sub... Soc'l	.....	950
1261	Waverly, Iowa.....	Wartburg College.....	1868	Free.. Col	.....	638
1262	Wilton, Iowa.....	Norton Normal and Scientific Academy.	1881	Free.. Sch	.....	1,200
1263	Winterset, Iowa.....	Young Men's Christian Association.	1884	Both.. Y. M. C. A.	.....	350
1264	Abilene, Kans.....	High School Library.....	1884	Free.. Sch	.....	650
1265	Argentine, Kans.....	Atchison, Topeka and Santa Fe Railroad Reading Room.	1884	Free.. Soc'l	.....	321
1266	Atchison, Kans.....	Firth Library, I. O. O. F.....	1872	Free.. I. O. O. F.	.....	1,890
1267	Atchison, Kans.....	Public Library.....	1880	Sub... Gen	.....	2,894
1268	Atchison, Kans.....	St. Benedict's College.....	1859	Free.. Col	.....	4,600
1269	Atchison, Kans.....	Students' Library.....	.....	.....	Soc'y	1,100
1270	Baldwin, Kans.....	Baker University.....	1872	Free.. Col	.....	1,600
1271	Beloit, Kans.....	Reading Room and Library Association.	1879	Sub... Gen	.....	900
1272	Beloit, Kans.....	Young Men's Christian Association.	.....	.....	Y. M. C. A.	500
1273	Blue Rapids, Kans.....	Ladies' Library.....	1874	Sub... Soc'l	.....	1,017
1274	Burlingame, Kans.....	School Library.....	1870	Free.. Sch	.....	825
1275	Burlington, Kans.....	Kansas College.....	.....	.....	Col	890
1276	Burlington, Kans.....	Library Association.....	1884	Sub... Gen	.....	947
1277	Burr Oak, Kans.....	School Library.....	1884	Free.. Sch	.....	400
1278	Cawker City, Kans.....	Hesperian Library.....	1874	Sub... Gen	.....	814
1279	Chanute, Kans.....	Library Association.....	1880	Sub... Gen	.....	520
1280	Chanute, Kans.....	City Library.....	1875	Sub... Gen	.....	407
1281	Clay Centre, Kans.....	High School Library.....	1884	Free.. Sch	.....	350
1282	Concordia, Kans.....	Select Library.....	1880	Sub... Soc'l	.....	700
1283	Dunlap, Kans.....	Freedmen's Academy.....	1881	Free.. Sch	.....	650
1284	Emporia, Kans.....	City Library.....	1884	Free.. Gen	.....	2,500
1285	Emporia, Kans.....	College of Emporia.....	1884	Free.. Col	.....	1,000
1286	Emporia, Kans.....	State Normal School.....	1863	Free.. Sch	.....	2,738
1287	Fort Leavenworth, Kans.....	Medical Director's Office of the Department of Missouri.	.....	.....	Med	681

\* From a return for 1884.

a At Toledo; originally in 1858.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1288	Fort Leavenworth, Kans	Post Library .....	1833	Free..	Gar.....	2,709
1289	Fort Leavenworth, Kans	United States Infantry and Cavalry School.	1881	Free..	Sch.....	1,854
1290	Fort Scott, Kans.....	Normal College and Business Institute.	.....	.....	Sch.....	800
1291	Frankfort, Kans .....	Public School Library .....	1883	Free..	Sch.....	550
1292	Garnett, Kans .....	Library Association .....	1884	Sub..	Gen.....	455
1293	Girard, Kans .....	Literary Institute and Library Association.	1870	Sub..	Gen.....	600
1294	Harlan, Kans .....	Gould College .....	.....	.....	Col.....	350
1295	Harper, Kans .....	Harper City Free Library .....	1883	Free..	Gen.....	800
1296	Highland, Kans .....	Highland University .....	1857	.....	Col.....	5,000
1297	Holton, Kans .....	Campbell University .....	1882	Free..	Col.....	780
1298	Holton, Kans .....	Public School Library .....	1882	Free..	Sch.....	1,287
1299	Independence, Kans .....	Ladies' Library Association .....	1882	.....	Soc'l.....	603
1300	Iola, Kans .....	Library Association .....	1884	Sub..	Gen.....	600
1301	Junction City, Kans .....	Ladies' Reading Club .....	1876	Sub..	Soc'l.....	674
1302	Junction City, Kans .....	Public School Library .....	1875	Free..	Sch.....	800
1303	Junction City, Kans .....	Trott's Select Library .....	1872	Sub..	Soc'l.....	1,200
1304	Junction City, Kans .....	Young Men's Christian Association.	1884	Free..	Y. M. C. A.	500
1305	Lansing, Kans .....	State Penitentiary .....	1870	Free..	A. & R....	4,665
1306	Lawrence, Kans .....	City Library .....	1805	Sub..	Gen.....	4,000
1307	Lawrence, Kans .....	University of Kansas .....	1866	Free..	Col.....	7,700
1308	Leavenworth, Kans .....	Home for Friendless Women .....	.....	.....	A. & R....	350
1309	Lindsborg, Kans .....	Bethany Normal Institute .....	.....	.....	Sch.....	2,000
1310	Manhattan, Kans .....	Manhattan Institute .....	1874	Sub..	.....	300
1311	Manhattan, Kans .....	State Agricultural College .....	1860	Free..	Col.....	5,559
1312	Marion, Kans .....	Marion Center Library Association.	1881	Sub..	Soc'l.....	436
1313	Marysville, Kans .....	Public School Library .....	1882	Free..	Sch.....	1,060
1314	Mound City, Kans .....	Mary Somerville Library Society.	1876	.....	Soc'l.....	426
1315	Newton, Kans .....	Public Library .....	1885	Sub..	Gen.....	751
1316	Olathe, Kans .....	Library Association .....	1874	Sub..	Gen.....	1,200
1317	Oswego, Kans .....	Library Association .....	1877	Free..	Gen.....	1,100
1318	Ottawa, Kans .....	City Library .....	1872	Sub..	Gen.....	2,500
1319	Ottawa, Kans .....	Ottawa University .....	1875	Free..	Col.....	1,000
1320	Paola, Kans .....	City Library .....	1880	Free..	Gen.....	3,100
1321	Paola, Kans .....	Normal School .....	1879	.....	Sch.....	2,500
1322	Parsons, Kans .....	Memorial and Historical Library .....	1880	.....	Hist'l....	4,780
1323	Peabody, Kans .....	Library Association .....	1875	Free..	Gen.....	1,882
1324	Sabotha, Kans .....	Library Association .....	1879	Sub..	Gen.....	700
1325	St. Mary's, Kans .....	St. Mary's College .....	1869	.....	Col.....	8,000
1326	St. Mary's, Kans .....	Reading-Room Association .....	.....	.....	Soc'y.....	2,000
1327	St. Mary's, Kans .....	Sodality of the Blessed Virgin Mary.	1889	.....	Soc'y.....	1,000
1328	Salina, Kans .....	Salina Normal University .....	.....	.....	Sch.....	1,000
1329	Severance, Kans .....	Public Library .....	1880	Sub..	Gen.....	509
1330	Sterling, Kans .....	Sterling Circulating Library .....	1880	Sub..	Soc'l.....	400
1331	Sterling, Kans .....	Young Men's Christian Association.	.....	.....	Y. M. C. A.	300
1332	Topeka, Kans .....	College of the Sisters of Bethany .....	1872	Free..	Col.....	1,028
1333	Topeka, Kans .....	Kansas State Historical Society .....	1875	Both..	Hist'l....	24,121
1334	Topeka, Kans .....	Kansas State Library .....	1857	Free..	State.....	23,988
1335	Topeka, Kans .....	Library Association .....	1871	Free..	Gen.....	5,800
1336	Topeka, Kans .....	State Board of Agriculture .....	1870	Free..	Sci.....	1,000
1337	Topeka, Kans .....	State Insane Asylum (Patients' Library).	1880	Free..	A. & R....	321
1338	Topeka, Kans .....	Topeka Press Club .....	1884	Free..	Soc'l.....	300
1339	Topeka, Kans .....	Washburn College .....	1865	Free..	Col.....	5,000
1340	Troy, Kans .....	S. L. K. Club .....	1877	Sub..	Soc'l.....	718
1341	Wellington, Kans .....	Public School Library .....	1832	Free..	Sch.....	300
1342	White Cloud, Kans .....	Bailey Library .....	1882	Sub..	.....	500
1343	Wichita, Kans .....	City Library .....	1880	Sub..	Gen.....	2,500
1344	Wyandotte, Kans .....	Grand Lodge of Kansas .....	1838	Free..	Masonic...	530
1345	Wyandotte, Kans .....	Institution for the Blind .....	.....	.....	Sch.....	500
1346	Anchorage, Ky .....	Bellewood Seminary and Kentucky Presbyterian Normal School.*	.....	.....	Sch.....	500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1347	Near Bardstown, Ky....	Nazareth Literary and Benevolent Institution.	1825	.....	Sch.....	4,000
1348	Bardstown, Ky.....	St. Joseph's College.....	1824	Free..	Col.....	4,600
1349	Bardstown, Ky.....	St. Joseph's Library.....	1826	Free..	Soc'y.....	2,000
1350	Berea, Ky.....	Berea College.....	1865	Free..	Col.....	2,800
1351	Bowling Green, Ky.....	Ogden College.....	1877	Free..	Col.....	1,000
1352	Bowling Green, Ky.....	Southern Normal School and Business College.	1884	Free..	Sch.....	2,500
1353	Bowling Green, Ky.....	State Board of Health of Kentucky.	1878	.....	San. sci...	500
1354	Burkesville, Ky.....	Alexander College.....	1871	Free..	Sch.....	1,000
1355	Calvary, Ky.....	Calvary Academy*.....	.....	.....	Sch.....	4,000
1356	Cecilian, Ky.....	Cecilian College.....	1870	Sub..	Col.....	2,000
1357	Clinton, Ky.....	Clinton College Reference Library	1874	Free..	Col.....	522
1358	Clinton, Ky.....	Book Class Library.....	1885	Sub..	Soc'y.....	500
1359	Covington, Ky.....	High School Library.....	1860	.....	Sch.....	2,600
1360	Cynthiana, Ky.....	Library and Reading Room.....	1885	Sub..	Gen.....	2,255
1361	Danville, Ky.....	Caldwell Female College.....	1859	.....	Col.....	500
1362	Danville, Ky.....	Centro College.....	1824	Free..	Col.....	5,043
1363	Danville, Ky.....	Chamberlain Philosophical and Literary Society.	1824	Sub..	Soc'y.....	1,700
1364	Danville, Ky.....	Union Deionologian Literary Society.	1830	Sub..	Soc'y.....	1,000
1365	Danville, Ky.....	Danville Theological Seminary....	1853	Free..	Theol.....	10,000
1366	Danville, Ky.....	Institute for Deaf-Mutes.....	1823	.....	Sch.....	1,500
1367	Eminence, Ky.....	Eminence College*.....	1860	.....	Col.....	2,000
1368	Farmdale, Ky.....	Kentucky Military Institute*.....	1846	.....	Sch.....	4,000
1369	Farmdale, Ky.....	Philomathean Society*.....	.....	.....	Soc'y.....	1,260
1370	Frankfort, Ky.....	Kentucky Geological Survey.....	1876	Free..	Sci.....	1,050
1371	Frankfort, Ky.....	Kentucky Historical Society.....	1878	Free..	Hist'l.....	400
1372	Frankfort, Ky.....	Kentucky State Library.....	1821	Free..	State.....	33,900
1373	Frankfort, Ky.....	State Prison.....	1834	Free..	A. & R.....	3,001
1374	Garnettsville, Ky.....	Salem College.....	1860	Free..	Col.....	850
1375	Georgetown, Ky.....	Georgetown College.....	1830	Free..	Col.....	8,000
1376	Georgetown, Ky.....	Ciceronian Society.....	1839	Free..	Soc'y.....	1,400
1377	Georgetown, Ky.....	Tau-Theta-Kappa Society.....	1839	Free..	Soc'y.....	1,200
1378	Georgetown, Ky.....	Georgetown Female Seminary.....	1872	.....	Sch.....	300
1379	Gettsemani, Ky.....	Select and Preparatory School of Gettsemani.	1862	Free..	Sch.....	500
1380	Glasgow, Ky.....	Glasgow Normal School.....	1876	Free..	Sch.....	1,500
1381	Glasgow, Ky.....	Liberty Female College.....	1875	.....	Col.....	500
1382	Greenville, Ky.....	Greenville Female College.....	1850	Free..	Sch.....	600
1383	Harrodsburg, Ky.....	Daughters College.....	1856	Free..	Col.....	3,000
1384	Henderson, Ky.....	Knights of Pythias.....	1875	Free..	Soc'l.....	350
1385	Hopkinsville, Ky.....	Bethel Female College, Lotus Literary Society.	1880	Free..	Soc'y.....	830
1386	Hopkinsville, Ky.....	Public School Library.....	1882	Free..	Sch.....	850
1387	Jackson, Ky.....	Jackson Academy Library.....	1885.	Free..	Sch.....	1,000
1388	Lancaster, Ky.....	Garrard Female College.....	1885	Free..	Col.....	800
1389	Lexington, Ky.....	Hamilton Female College.....	1885	Sub..	Col.....	500
1390	Lexington, Ky.....	Kentucky University.....	1799	Free..	Col.....	13,169
1391	Lexington, Ky.....	Ceropian Society.....	1861	Free..	Soc'y.....	514
1392	Lexington, Ky.....	Periclean Literary Society.....	1865	Free..	Soc'y.....	650
1393	Lexington, Ky.....	Philothean Society of the College of the Bible.	1865	Free..	The'l.....	2,000
1394	Lexington, Ky.....	Lexington Library.....	1890	Sub..	Gen.....	15,000
1395	Lexington, Ky.....	St. Catharine's Female Academy..	.....	.....	Sch.....	500
1396	Louisville, Ky.....	Baptist Orphans' Home.....	1871	.....	A. & R.....	900
1397	Louisville, Ky.....	Board of Trade.....	1892	Free..	Mer.....	500
1398	Louisville, Ky.....	Grand Lodge of Kentucky.....	1860	Free..	Masonic.....	1,000
1399	Louisville, Ky.....	Hampton College.....	1878	.....	Sch.....	1,000
1400	Louisville, Ky.....	Institution for the Education of the Blind.	1842	.....	Sch.....	1,300
1401	Louisville, Ky.....	Law Library.....	1830	Sub..	Law.....	6,000
1402	Louisville, Ky.....	Library Association.....	1871	Sub..	Soc'l.....	10,000
1403	Louisville, Ky.....	Louisville Female College.....	.....	.....	Col.....	500
1404	Louisville, Ky.....	Louisville Female High School.....	1881	Free..	Sch.....	500
1405	Louisville, Ky.....	Louisville Industrial School of Reform.	1880	Free..	A. & R.....	000
1406	Louisville, Ky.....	Louisville Turngemeinde.....	.....	.....	Soc'l.....	500

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1407	Louisville, Ky .....	Medical Department, University of Louisville.	1837	Free..	Med .....	4, 000
1408	Louisville, Ky .....	Polytechnic Society of Kentucky.	1876	Sub...	Soc'l .....	40, 533
1409	Louisville, Ky .....	Preston Park Theological Seminary.	.....	.....	Tho'l .....	8, 000
1410	Louisville, Ky .....	Southern Baptist Theological Seminary.	1859	Free..	Tho'l .....	8, 500
1411	Louisville, Ky .....	State University .....	.....	.....	Sch .....	500
1412	Louisville, Ky .....	Theological Seminary of the P. E. Church.	1831	.....	Tho'l .....	5, 000
1413	Louisville, Ky .....	Young Men's Christian Association.	1875	Sub...	Y. M. C. A. .	1, 300
1414	Louisville, Ky .....	Young Men's Christian Association, German Branch.	1873	Free..	Y. M. C. A. .	600
1415	Maysville, Ky .....	Tho Maysville and Mason County Library, Historical, and Scientific Association.	1875	Free..	Hist'l & Sci .....	2, 000
1416	Maysville, Ky .....	Odd Fellows' Library .....	1850	Free..	I. O. O. F. .	3, 000
1417	Midway, Ky .....	Kentucky Female Orphan School.	.....	Free..	Sch .....	859
1418	Millersburg, Ky .....	Kentucky Wesleyan College, Darby-Kavanaugh Library.	1875	Free..	Col .....	1, 500
1419	Millersburg, Ky .....	Eucleian Society .....	1870	Free..	Soc'y .....	500
1420	Millersburg, Ky .....	Philomathean Society .....	1870	Free..	Soc'y .....	500
1421	Millersburg, Ky .....	Millersburg Female College .....	1851	.....	Col .....	400
1422	Mt. Sterling, Ky .....	Athenæum Library .....	1876	Sub...	.....	2, 000
1423	Newport, Ky .....	Odd Fellows' Library Association.	1863	Sub...	I. O. O. F. .	3, 600
1424	Owensborough, Ky .....	Public School Library .....	1883	Free..	Sch .....	1, 000
1425	Paducah, Ky .....	University of Paducah* .....	.....	.....	Col .....	500
1426	Paducah, Ky .....	Western Kentucky Normal University and Business College.*	.....	.....	Sch .....	500
1427	Paducah, Ky .....	Young Men's Christian Association.	.....	.....	Y. M. C. A. .	350
1428	Paris, Ky .....	Paris City School .....	1870	Free..	Sch .....	800
1429	Pewee Valley, Ky .....	Kentucky College for Young Ladies.*	.....	.....	Col .....	1, 000
1430	Pewee Valley, Ky .....	Lyrian Literary League .....	1874	Sub...	Soc'y .....	350
1431	Princeton, Ky .....	Collegiate Institute .....	1881	.....	Sch .....	800
1432	Richmond, Ky .....	Central University .....	1874	Free..	Col .....	4, 800
1433	Richmond, Ky .....	Epiphylidian and Philomathean Societies' Library.	1885	Free..	Soc'y .....	350
1434	Russellville, Ky .....	Bethel College .....	1856	Free..	Col .....	5, 500
1435	Russellville, Ky .....	Neotrophan Society .....	1870	Free..	Soc'y .....	420
1436	Russellville, Ky .....	Philomathean Society .....	1856	.....	Soc'y .....	580
1437	Russellville, Ky .....	Logan Female College .....	1869	.....	Col .....	700
1438	Saint Mary's, Ky .....	St. Mary's College .....	.....	.....	Col .....	2, 000
1439	Sharpsburg, Ky .....	Sharpsburg Male and Female College.	.....	.....	Sch .....	350
1440	Shelbyville, Ky .....	Science Hill School .....	1835	Free..	Sch .....	2, 000
1441	South Carrollton, Ky .....	West Kentucky Classical and Normal College.	.....	.....	Sch .....	1, 000
1442	South Union, Ky .....	South Union Library .....	1840	Sub...	Gen .....	800
1443	Springfield, Ky .....	Academy of St. Catherine of Sienna.*	1822	.....	Sch .....	3, 000
1444	Winchester, Ky .....	Winchester Male and Female High School.	.....	.....	Sch .....	750
1445	Baldwin, La .....	Gilbert Seminary .....	.....	.....	Sch .....	500
1446	Baton Rouge, La .....	Institution for Education of the Blind.	.....	.....	Sch .....	300
1447	Baton Rouge, La .....	Institution for the Deaf and Dumb	1859	.....	Sch .....	375
1448	Baton Rouge, La .....	Readvilla Seminary .....	1850	.....	Sch .....	500
1449	Baton Rouge, La .....	State University and Agricultural and Mechanical College.	1861	.....	Col .....	18, 805
1450	Clinton, La .....	Silliman Female Collegiate Institute.	1851	.....	Col .....	800
1451	Grand Coteau, La .....	St. Charles College .....	1856	.....	Col .....	9, 084
1452	Grand Coteau, La .....	Society Library .....	1837	.....	Soc'y .....	400
1453	Jackson, La .....	Centenary College of Louisiana.	1825	.....	Col .....	2, 000
1454	Jackson, La .....	Franklin Institute .....	.....	Free..	Soc'y .....	1, 600
1455	Jackson, La .....	Union Literary Society .....	1840	Free..	Soc'y .....	1, 600
1456	Mansfield, La .....	Mansfield Female College .....	1855	Free..	Col .....	300
1457	Minden, La .....	Minden Female College .....	.....	.....	Col .....	625

\* From a return for 1884.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes, &c.—Continued.*

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1458	Monroe, La. ....	Young Catholic Friends' Society..	1858	Free ..	Soc'l .....	700
1459	Mt. Lebanon, La. ....	Mount Lebanon College* .....			Sch. ....	400
1460	New Orleans, La. ....	Academy of Sciences* .....	1853	Free ..	Sci. ....	4,000
1461	New Orleans, La. ....	Board of Health of the State of Louisiana.			Sci. ....	367
1462	New Orleans, La. ....	Chamber of Commerce .....	1836	Free ..	Mer. ....	300
1463	New Orleans, La. ....	Charity Hospital Medical Library.	1879	Free ..	Med. ....	2,375
1464	New Orleans, La. ....	Grand Lodge of Louisiana, F & A. M.	1853	Free ..	Masonic ..	2,009
1465	New Orleans, La. ....	Home Library, Jewish Widows and Orphans' Home.	1875	Free ..	A. & R. ...	1,500
1466	New Orleans, La. ....	Jefferson Academy (No. 35 Conti street).			Sch. ....	600
1467	New Orleans, La. ....	Leland University .....	1870	Free ..	Col. ....	1,000
1468	New Orleans, La. ....	McDonogh Public School, No. 2 (Third District).	1884	Free ..	Sch. ....	363
1469	New Orleans, La. ....	New Orleans Law Association. ...	1855	Sub. ...	Law. ....	10,000
1470	New Orleans, La. ....	New Orleans University and Gilbert Haven School of Theology	1873		Col. ....	4,500
1471	New Orleans, La. ....	Peabody Normal Seminary Library (in charge Superintendent City Schools).	1871	Sub. ...	Sch. ....	750
1472	New Orleans, La. ....	Public School and Lyceum Library.	1844	Both. ...	Gen. ....	17,000
1473	New Orleans, La. ....	St. Isidore's College .....			Sch. ....	1,500
1474	New Orleans, La. ....	St. James' Academy and Industrial Seminary.* .....			Sch. ....	400
1475	New Orleans, La. ....	St. Mary's College .....			Sch. ....	1,000
1476	New Orleans, La. ....	Soule College Library .....	1856	Free ..	Sch. ....	1,964
1477	New Orleans, La. ....	Southern Academic Institute .....			Sch. ....	300
1478	New Orleans, La. ....	State Library of Louisiana .....	1838	Free ..	State .....	21,000
1479	New Orleans, La. ....	Straight University .....	1869		Col. ....	600
1480	New Orleans, La. ....	Touro Infirmary .....	1881	Free ..	A. & R. ...	321
1481	New Orleans, La. ....	Tulane University, Tulane Library.	1884	Free ..	Col. ....	13,400
1482	New Orleans, La. ....	Fisk Free Library .....	1853	Free ..		8,000
1483	New Orleans, La. ....	Ladies' Art Union .....	1882	Free ..	Art. ....	3,500
1484	New Orleans, La. ....	Young Men's Christian Association	1852	Free ..	Y. M. C. A.	1,830
1485	St. James Parish (Convent P. O.), La.	Jefferson College (St. Mary's) ...	1865	Free ..	Col. ....	2,000
1486	St. James Parish (Convent P. O.), La.	Society Libraries .....			Soc'y .....	1,200
1487	Alfred, Me. ....	Reading Club .....	1877	Sub. ...	Soc'l .....	614
1488	Alfred, Me. ....	York County Bar Library* .....	1815	Free ..	Law. ....	1,200
1489	Auburn, Me. ....	Androscoggin County Law Library.	1855	Free ..	Law. ....	1,288
1490	Auburn, Me. ....	Edward Little High School .....	1869		Sch. ....	1,400
1491	Auburn, Me. ....	Haskell and Reynolds Library .....	1871	Sub. ...	Soc'l .....	600
1492	Auburn, Me. ....	Young Men's Christian Association.	1857	Sub. ...	Y. M. C. A.	2,200
1493	Augusta, Me. ....	Kennebec Law Library .....	1800	Sub. ...	Law. ....	1,200
1494	Augusta, Me. ....	Lithgow Library .....	1882	Sub. ...	Gen. ....	5,000
1495	Augusta, Me. ....	Maine Insane Hospital, Col. Bloch Library.	1856	Free ..	A. & R. ...	2,000
1496	Augusta, Me. ....	Maine State Library .....	1832		State .....	41,000
1497	Bangor, Me. ....	Arlington Township Library .....	1867	Free ..	Gen. ....	481
1498	Bangor, Me. ....	Bangor Historical Society .....	1864	Free ..	Hist'l. ....	400
1499	Bangor, Me. ....	Bangor Theological Seminary .....	1820	Free ..	The'l. ....	17,000
1500	Bangor, Me. ....	Children's Home .....	1869	Free ..	A. & R. ...	650
1501	Bangor, Me. ....	Penobscot Bar Library .....	1849	Free ..	Law. ....	1,916
1502	Bangor, Me. ....	Public Library .....	1828	Both. ...	Gen. ....	23,255
1503	Bangor, Me. ....	Young Men's Christian Association.	1882	Free ..	Y. M. C. A.	550
1504	Bar Harbor, Me. ....	Bar Harbor Library .....	1875	Sub. ...	Gen. ....	3,400
1505	Bath, Me. ....	Orphans' Home .....	1873	Free ..	A. & R. ...	1,500
1506	Bath, Me. ....	Patten Library Association .....	1847	Sub. ...	Gen. ....	5,000
1507	Bath, Me. ....	Phi Rho Library (Bath High School).	1867	Free ..	Sch. ....	903
1508	Bath, Me. ....	Sagadahoc County Law Library ..	1854	Free ..	Law. ....	600
1509	Bethel, Me. ....	Bethel Library .....	1879	Sub. ...	Gen. ....	778

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1510	Bethel, Me.....	Gould's Academy.....	1843	Free..	Sch.....	450
1511	Biddeford, Me.....	Bibliothèque de l'Institut Cana- dien Français de Biddeford, Me.	1569	Free..		1,292
1512	Biddeford, Me.....	Public Library.....	1862	Free..	Gen.....	4,000
1513	Blue Hill, Me.....	Ladies' Social Library.....	1868	Sub..	Soc'l.....	735
1514	Bolster's Mills, Me.....	Village Library.....	1850	Sub..	Gen.....	740
1515	Brownville, Me.....	Library Corporation.....	1884	Sub..	Gen.....	500
1516	Brunswick, Me.....	Bowdoin College.....	1802		Col.....	34,450
1517	Brunswick, Me.....	Medical School of Maine.....	1820		Med.....	4,000
1518	Brunswick, Me.....	Public Library Association.....	1883	Sub..	Gen.....	3,400
1519	Bucksport, Me.....	East Maine Conference Seminary.....	1851	Free..	Sch.....	3,200
1520	Bucksport, Me.....	Social Library.....	1806	Sub..	Gen.....	1,700
1521	Buxton, Me.....	Bar Mills Library.....	1876	Sub..	Soc'l.....	900
1522	Calais, Me.....	Hill Circulating Library.....	1873	Sub..	Soc'l.....	800
1523	Calais, Me.....	St. Croix Library.....	1863	Sub..	Gen.....	4,000
1524	Camden, Me.....	Ladies' Library Association.....	1853	Sub..	Gen.....	1,200
1525	Canaan, Me.....	Wilshire Library Association.....	1873	Sub..	Gen.....	750
1526	Castine, Me.....	Eastern State Normal School.....	1868	Free..	Sch.....	750
1527	Castine, Me.....	Town Library.....	1801	Free..	Gen.....	2,063
1528	Cherryfield, Me.....	Public Library.....	1837	Sub..	Gen.....	1,190
1529	Corinna, Me.....	Corinna Union Academy.....	1851	Free..	Sch.....	500
1530	Cornish, Me.....	Library Association.....	1867	Sub..	Gen.....	774
1531	Cumberland Center, Me.....	Greely Institute*.....			Sch.....	600
1532	Cumberland Mills, Me.....	Mill Library.....	1856	Free..	Soc'l.....	1,200
1533	Deering (P. O., Wood- ford's), Me.....	Deering Public Library.....	1870	Sub..	Gen.....	1,259
1534	Deering, Me.....	Westbrook Seminary and Fe- male College.....	1831	Free..	Sch.....	1,250
1535	Dexter, Me.....	Town Library.....	1880	Free..	Gen.....	2,300
1536	Dover, Me.....	Circulating Library.....		Sub..	Soc'l.....	1,000
1537	Dover, Me.....	Piscataquis Law Library.....	1838	Free..	Law.....	365
1538	East Machias, Me.....	Public Library Association.....	1874	Sub..	Gen.....	740
1539	Eastport, Me.....	Public Library.....	1870	Free..	Gen.....	2,000
1540	Ellsworth, Me.....	City Library.....	1856	Sub..	Gen.....	2,580
1541	Farmington, Me.....	Abbott Family School.....			Sch.....	2,500
1542	Farmington, Me.....	Franklin County Law Library Association.....	1838	Free..	Law.....	350
1543	Farmington, Me.....	State Normal School.....	1864	Free..	Sch.....	1,612
1544	Fort Kent, Me.....	Madawaska Training School*.....			Sch.....	300
1545	Fort Preble (P. O., Port- land), Me.....	Post Library.....		Free..	Gar.....	530
1546	Foxcroft, Me.....	Foxcroft Academy*.....			Sch.....	325
1547	Foxcroft, Me.....	Young Men's Christian Associa- tion.....	1885	Free..	Y. M. C. A.	500
1548	Fryeburg, Me.....	Fryeburg Academy.....			Sch.....	1,000
1549	Gardiner, Me.....	Public Library.....	1810	Sub..	Gen.....	5,437
1550	Gorham, Me.....	Public Library.....	1882	Sub..	Gen.....	1,635
1551	Gorham, Me.....	State Normal and Training School.....	1879	Free..	Sch.....	2,113
1552	Hallowell, Me.....	Industrial School for Girls.....	1875	Free..	A. & R.....	350
1553	Hallowell, Me.....	Social Library.....	1816	Sub..	Gen.....	5,409
1554	Harrison, Me.....	Village Library Association.....	1871	Both..	Gen.....	350
1555	Hebron, Me.....	Hamlin Library of Hebron Acad- emy.....			Sch.....	600
1556	Houlton, Me.....	Aroostook Law Library.....			Law.....	300
1557	Houlton, Me.....	Houlton Academy.....			Sch.....	350
1558	Kennebunk, Me.....	First Congregational Parish Li- brary.....	1862	Free..	Soc'l.....	2,050
1559	Kennebunk, Me.....	Kennebunk Library.....	1881	Sub..	Gen.....	1,800
1560	Kent's Hill, Me.....	Maine Wesleyan Seminary and Female College.*.....			Col.....	4,515
1561	Kittery, Me.....	Rice Public Library.....	1874	Free..	Gen.....	2,700
1562	Lewiston, Me.....	Bates College.....	1839	Sub..	Col.....	8,402
1563	Lewiston, Me.....	Eurosophan Society.....	1856	Free..	Soc'y.....	850
1564	Lewiston, Me.....	Polymnian Society.....	1864	Free..	Soc'y.....	825
1565	Lewiston, Me.....	Theological School.....	1870	Free..	The'l.....	3,000
1566	Lewiston, Me.....	Chandler and Estes Circulating Library.....	1850	Sub..	Soc'l.....	1,000
1567	Lewiston, Me.....	Estes Circulating Library.....		Sub..	Soc'l.....	1,000
1568	Lewiston, Me.....	Manufacturers' and Mechanics' Library Association.....	1861	Sub..	Soc'l.....	9,085
1569	Lincoln, Me.....	Burton Library.....	1873	Sub..		700

\* From a return for 1884.

a As Dexter Town Library; succeeded the Mercantile Library, founded in 1867.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1570	Maebias, Me.	Social Library	1875	Sub.	Gen	1,420
1571	Machias, Me.	Washington County Bar Library	1820	Free	Law	300
1572	Mercer, Me.	Shaw Library	1883	Free	Gen	844
1573	New Gloucester, Me.	Circulating Library	1853	Sub.	Gen	434
1574	Newport, Me.	Circulating Library	1875	Sub.	Gen	500
1575	New Sharon, Me.	Town Library	1860	Free	Gen	1,400
1576	Norridgewock, Me.	Norridgewock English and Classical Institute.			Sch.	500
1577	Norridgewock, Me.	Norridgewock Useful Library	1848	Sub.	Gen	960
1578	Norway, Me.	Circulating Library	1876	Sub.	Soc'l	700
1579	Norway, Me.	Public Library	1885	Sub.	Gen	1,200
1580	Orono, Me.	Maine State College of Agriculture and Mechanic Arts.	1869	Free	Col.	6,500
1581	Pittsfield, Me.	Maine Central Institute	1866	Free	Sch.	600
1582	Portland, Me.	Board of Trade	1854	Free	Mer	330
1583	Portland, Me.	Circuit Court Law Library Association.	1879	Free	Law	530
1584	Portland, Me.	Clark's Circulating Library	1879	Sub.	Soc'l	3,500
1585	Portland, Me.	Greenleaf Law Library	1867	Sub.	Law	2,802
1586	Portland, Me.	High School Library	1872	Free	Sch.	1,300
1587	Portland, Me.	Maine Historical Society	1822	Free	Hist'l	10,000
1588	Portland, Me.	Maine Medical Association	1852	Free	Med	360
1589	Portland, Me.	Masonic Grand Lodge	1821	Free	Masonic	550
1590	Portland, Me.	Mechanics' Library	1820	Free	Soc'l	5,000
1591	Portland, Me.	Portland Masonic Library	1869	Free	Masonic	581
1592	Portland, Me.	Portland Society of Natural History.	1843	Free	Sci	1,300
1593	Portland, Me.	Public Library	1867	Both.	Gen	31,000
1594	Portland, Me.	State Reform School Boys' Library.	1853	Free	A. & R.	1,632
1595	Portland, Me.	Young Men's Christian Association.	1853	Sub.	Y.M.C.A.	800
1596	Presque Isle, Me.	Presque Isle Library	1865	Sub.	Gen	1,000
1597	Richmond, Me.	Library Association	1868	Sub.	Gen	3,400
1598	Rockland, Me.	Burnham's Circulating Library	1882	Sub.	Soc'l	500
1599	Rockland, Me.	Commercial College*			Sch.	425
1600	Rockland, Me.	Knox County Law Library	1860	Sub.	Law	500
1601	Saccarappa, Me.	Westbrook Social Library	1802	Sub.	Soc'l	1,200
1602	Saco, Me.	Dyer Library	1881	Free	Gen	27,766
1603	Saco, Me.	York Institute	1866	Free	Gen	1,100
1604	Searsport, Me.	Sears' Public Library	1872	Free	Gen	1,800
1605	Skowhegan, Me.	Library Association	1867	Sub.	Gen	4,500
1606	Skowhegan, Me.	Somerset Law Library	1810	Free	Law	640
1607	South Berwick, Me.	Berwick Academy	1835	Free	Sch.	400
1608	Thomaston, Me.	Ladies' Library	1851	Sub.	Soc'l	2,600
1609	Thomaston, Me.	State Prison	1828	Free	A. & R.	1,168
1610	Togus, Me.	National Soldiers' Home, Eastern Branch.	1869	Free	Gov't	6,209
1611	Topshem, Me.	Franklin School Library			Sch.	450
1612	Vassalborough, Me.	Oak Grove Seminary			Sch.	300
1613	Warren, Me.	Ladies' Independent Library	1856	Sub.	Soc'l	828
1614	Washburn, Me.	Washburn Library	1864	Free	Gen	350
1615	Waterville, Me.	Colby University	1820	Sub.	Col.	19,370
1616	Waterville, Me.	Library Association			Gen	1,160
1617	West Lebanon, Me.	West Lebanon Academy			Sch.	300
1618	Winterport, Me.	Ladies' Circle Library	1865	Sub.	Soc'l	1,100
1619	Winthrop, Me.	Reynolds' Circulating Library	1872	Sub.	Soc'l	650
1620	Winthrop, Me.	Young Men's Christian Association.	1869	Sub.	Y.M.C.A.	720
1621	Wiscasset, Me.	Social Library	1801	Sub.	Gen	1,422
1622	York, Me.	York Harbor Library	1881	Free	Gen	500
1623	Agricultural College, Md.	Mercer Literary Society, Maryland Agricultural College.	1859		Soc'y	2,000
1624	Annapolis, Md.	Maryland State Library	1826	Free	State	75,000
1625	Annapolis, Md.	St. John's College	1789	Free	Col.	6,000
1626	Annapolis, Md.	United States Naval Academy	1845	Free	Gov't	26,898
1627	Baltimore, Md.	Archiepiscopal Library		Free	Thol	15,000
1628	Baltimore, Md. (Mt. Clare).	Baltimore and Ohio Employes' Free Circulating Library.		Free	Soc'l	5,000
1629	Baltimore, Md.	Baltimore City Board of Health	1873	Free	San. sci	400
1630	Baltimore, Md.	Baltimore Corn and Flour Exchange.		Free	Mer	351

\* From a return for 1884.

α Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1631	Baltimore, Md .....	Baltimore Female College*	.....	.....	Col .....	3,940
1632	Baltimore, Md .....	Baltimore Normal School for Col- ored Teachers.	.....	.....	Sch .....	1,200
1633	Baltimore, Md .....	Baltimore Turngemeinde .....	1852	Free ..	Soc'l .....	1,326
1634	Baltimore, Md .....	Board of Trade .....	1850	.....	Mer .....	500
1635	Baltimore, Md .....	Centenary Biblical Institute .....	.....	.....	Sch .....	400
1636	Baltimore, Md. (corner Calvert and Pleasant streets).	Boys' Home .....	1871	Free ..	A. & R. ....	2,000
1637	Baltimore, Md .....	Boys' School of St. Paul's Parish ..	1868	Free ..	Sch .....	400
1638	Baltimore, Md .....	City Library .....	1874	Free ..	Gen .....	5,000
1639	Baltimore, Md .....	College of Physicians and Sur- geons.	.....	.....	Med .....	1,500
1640	Baltimore, Md .....	Concordia Library .....	1865	Free ..	Soc'l .....	2,300
1641	Baltimore, Md .....	Convent of the Visitation .....	1838	.....	Sch .....	1,000
1642	Baltimore, Md .....	The Enoch Pratt Free Library of Baltimore City.	(a)	Free ..	Gen .....	.....
1643	Baltimore, Md .....	Friends' Elementary and High School.	.....	.....	Sch .....	2,000
1644	Baltimore, Md .....	House of Refuge .....	1855	Free ..	A. & R. ....	1,960
1645	Baltimore, Md .....	Institution for Instruction of the Blind.	.....	.....	Sch .....	800
1646	Baltimore, Md .....	Johns Hopkins University .....	1876	Free ..	Col .....	26,500
1647	Baltimore, Md .....	Knights of Pythias .....	1877	Free ..	Soc'l .....	4,700
1648	Baltimore, Md .....	Library Company of the Balti- more Bar.	1840	Sub ..	Law .....	10,000
1649	Baltimore, Md .....	Loyola College .....	.....	.....	Col .....	12,000
1650	Baltimore, Md .....	Maryland Academy of Sciences* ..	1868	.....	Sci .....	800
1651	Baltimore, Md .....	Maryland Historical Society .....	1844	Sub ..	Hist'l .....	20,000
1652	Baltimore, Md .....	Maryland Institute for the Pro- motion of Mechanic Arts.	1847	Sub ..	Soc'l .....	20,515
1653	Baltimore, Md .....	Maryland Penitentiary .....	1843	Free ..	A. & R. ....	1,400
1654	Baltimore, Md .....	Masonic Library Association .....	1876	Free ..	Masonic ..	1,400
1655	Baltimore, Md .....	Medical and Chirurgical Faculty of Maryland.	1830	Sub ..	Med .....	4,998
1656	Baltimore, Md .....	Mercantile Library Association ..	1839	.....	Mer .....	40,000
1657	Baltimore, Md .....	Odd Fellows' Library .....	1840	Free ..	I. O. O. F. ..	21,932
1658	Baltimore, Md .....	Peabody Institute .....	1857	Free ..	Gen .....	83,000
1659	Baltimore, Md .....	Public School Library* .....	1878	Free ..	Sch .....	2,872
1660	Baltimore, Md .....	Red Men's Library (Improved Order).	1853	Sub ..	Soc'l .....	5,000
1661	Baltimore, Md .....	St. James' Home for Boys .....	1878	Free ..	A. & R. ....	800
1662	Baltimore, Md .....	St. Joseph's Academy .....	1849	.....	Sch .....	800
1663	Baltimore, Md .....	St. Mary's Theological Seminary of St. Sulpice.	1791	.....	The'l .....	26,000
1664	Baltimore, Md .....	St. Vincent's Male Orphan Asy- lum.	1851	Free ..	A. & R. ....	2,500
1665	Baltimore, Md .....	South Baltimore Mechanics' Li- brary.	1863	Sub ..	Soc'l .....	2,000
1666	Baltimore, Md .....	Sovereign Grand Lodge of the I. O. O. F.	1838	.....	I. O. O. F. ..	603
1667	Baltimore, Md .....	State Normal School .....	.....	.....	Sch .....	2,435
1668	Baltimore, Md .....	University of Maryland, School of Law.	.....	.....	Law .....	494
1669	Baltimore, Md .....	Young Men's Christian Associa- tion.	1879	Free ..	Y. M. C. A. ..	2,000
1670	Baltimore, Md .....	Young Women's Christian Asso- ciation.	.....	Free ..	Soc'l .....	764
1671	Baltimore, Md .....	Zion School .....	.....	.....	Sch .....	2,000
1672	Carroll, Md .....	St. Mary's Industrial School for Boys.	1866	Free ..	A. & R. ....	1,200
1673	Carrollton, Md. (P. O., Carroll).	Mt. St. Joseph's College, Teach- ers' Library.	1878	Free ..	Col .....	3,000
1674	Carrollton, Md. (P. O., Carroll).	Students' Library .....				
1675	Carrollton, Md. (P. O., Carroll).	St. Agnes Hospital .....	1863	Free ..	Soc'l .....	575
1676	Catonsville, Md .....	Library Association .....	1879	Sub ..	Gen .....	3,000
1677	Near Catonsville, Md ..	Mt. de Sales Academy* .....	.....	.....	Sch .....	3,000
1678	Charlotte Hall, Md .....	Charlotte Hall School Library ..	1774	Sub ..	Sch .....	1,000
1679	Near Chestertown, Md ..	Washington College .....	1783	Free ..	Col .....	2,000

\* From a return for 1884.

a Opened to the public after the date of the closing of this table, with 40,888 volumes.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1680	College of St. James, Md.	College of St. James Grammar School.*	.....	.....	Sch. ....	8,000
1681	Cumberland, Md. ....	Bar Association of Alleghany County.	1878	Sub. ....	Law. ....	865
1682	Cumberland, Md. ....	St. Edward's Academy. ....	.....	.....	Sch. ....	400
1683	Denton, Md. ....	Circulating Library. ....	1877	Sub. ....	Soc'l. ....	390
1684	Ellicott City, Md. ....	Rock Hill College. ....	.....	.....	Col. ....	6,300
1685	Ellicott City, Md. ....	St. Charles's College. ....	.....	.....	Col. ....	9,000
1686	Embla, Md. ....	Notre Dame of Maryland.*	.....	.....	Sch. ....	12,000
1687	Near Emmitsburg, Md. ....	Mt. St. Mary's College Library. ....	1808	Free. ....	Col. ....	8,000
1688	Emmitsburg, Md. ....	Students' Library. ....	1808	Free. ....	Soc'y. ....	800
1689	Frederick, Md. ....	Frederick College. ....	1840	Free. ....	Col. ....	3,000
1690	Frederick, Md. ....	Frederick Female Seminary. ....	1845	.....	Sch. ....	2,500
1691	Frederick, Md. ....	Maryland School for the Deaf and Dumb.	1871	Free. ....	Sch. ....	2,200
1692	Frederick, Md. ....	Young Men's Christian Association.	.....	.....	Y. M. C. A.	425
1693	Glenwood, Md. ....	Glenwood Institute* . ....	.....	.....	Sch. ....	1,500
1694	Hagerstown, Md. ....	Library of "Thursday Club".	1878	Sub. ....	Soc'l. ....	2,963
1695	Havre de Grace, Md. ....	Masonic Library. ....	.....	.....	Masonic. ....	1,000
1696	Hechester, Md. ....	Mt. St. Clement College. ....	1868	.....	The'l. ....	10,600
1697	Lonaconing, Md. ....	Odd Fellows' Library (No. 85)	1868	Free. ....	I. O. O. F. ....	800
1698	Lonaconing, Md. ....	St. Mary's Library. ....	1871	Sub. ....	Sch. ....	500
1699	Lutherville, Md. ....	Lutherville Female Seminary.	.....	.....	Sch. ....	1,550
1700	McDonogh, Md. ....	McDonogh School. ....	1874	Free. ....	Sch. ....	2,325
1701	New Windsor, Md. ....	New Windsor College. ....	1874	Free. ....	Col. ....	2,000
1702	Oakland, Md. ....	Garrett Literary Society. ....	1874	Free. ....	Soc'l. ....	600
1703	Oxford, Md. ....	Maryland Military and Naval Academy.	.....	.....	Sch. ....	2,800
1704	St. George's, Md. ....	St. George's Library. ....	1876	Free. ....	Sch. ....	500
1705	Salisbury, Md. ....	Circulating Library. ....	1870	Both. ....	Soc'l. ....	1,090
1706	Towson, Md. ....	High School Library. ....	.....	.....	Sch. ....	400
1707	Westminster, Md. ....	Western Maryland College. ....	1873	.....	Col. ....	4,000
1708	Westminster, Md. ....	Irving Literary Society. ....	1867	Free. ....	Soc'y. ....	600
1709	Westminster, Md. ....	Webster Literary Society. ....	1870	Free. ....	Soc'y. ....	600
1710	Williamsport, Md. ....	Madeiry Lodge, No. 140, A. F. and A. M.	1882	Free. ....	Masonic. ....	383
1711	Woodstock, Md. ....	Woodstock College. ....	1860	Free. ....	The'l. ....	67,000
1712	Abington, Mass. ....	Public Library. ....	1878	Free. ....	Gen. ....	4,040
1713	Adams, Mass. ....	Free Library. ....	1882	Free. ....	Gen. ....	3,434
1714	Amesbury, Mass. ....	Johnson's Circulating Library. ....	1877	Sub. ....	Soc'l. ....	2,696
1715	Amesbury, Mass. ....	Public Library of Amesbury and Salisbury.	1856	Sub. ....	Gen. ....	5,000
1716	Amherst, Mass. ....	Amherst College. ....	1821	.....	Col. ....	45,186
1717	Amherst, Mass. ....	Observatory Library. ....	1881	.....	Sci. ....	1,000
1718	Amherst, Mass. ....	Massachusetts Agricultural College.	1807	Free. ....	Col. ....	4,400
1719	Amherst, Mass. ....	Public Library. ....	1874	Free. ....	Gen. ....	3,760
1720	Andover, Mass. ....	Abbot Academy. ....	1828	Sub. ....	Sch. ....	2,660
1721	Andover, Mass. ....	Andover Theological Seminary. ....	1807	.....	The'l. ....	42,938
1722	Andover, Mass. ....	Memorial Hall Library. ....	1873	Free. ....	Gen. ....	9,185
1723	Andover, Mass. ....	Phillips Academy, Taylor Memorial Library.	1778	Free. ....	Sch. ....	3,000
1724	Andover, Mass. ....	Associate Library. ....	.....	.....	Soc'y. ....	800
1725	Arlington, Mass. ....	Public Library. ....	1872	Free. ....	Gen. ....	9,298
1726	Ashburnham, Mass. ....	Cushing Academy. ....	1875	Free. ....	Sch. ....	1,800
1727	Ashburnham, Mass. ....	Public Library. ....	1838	Free. ....	Gen. ....	1,100
1728	Ashby, Mass. ....	Town Library. ....	1874	Free. ....	Gen. ....	1,353
1729	Ashland, Mass. ....	Public Library. ....	1881	Free. ....	Gen. ....	2,250
1730	Athol, Mass. ....	Free Public Library. ....	1882	Free. ....	Gen. ....	3,000
1731	Attleborough, Mass. ....	Free Public Library. ....	1885	Sub. ....	Gen. ....	2,400
1732	Auburn, Mass. ....	Free Public Library. ....	1872	Free. ....	Gen. ....	1,450
1733	Auburndale, Mass. ....	Lasell Seminary. ....	1851	Free. ....	Sch. ....	1,200
1734	Auburndale, Mass. ....	Riverside Home and Day School for Girls.	1882	Free. ....	Sch. ....	500
1735	Ayer, Mass. ....	Public Library. ....	1871	Free. ....	Gen. ....	2,216
1736	Ballard Vale, Mass. ....	Bradlee Library. ....	1878	Free. ....	Gen. ....	1,500
1737	Barnstable, Mass. ....	Sturgis Library. ....	1863	Free. ....	Gen. ....	9,910
1738	Barre, Mass. ....	Town Library. ....	1857	Free. ....	Gen. ....	3,034
1739	Bedford, Mass. ....	Free Public Library. ....	1876	Free. ....	Gen. ....	1,823
1740	Belmont, Mass. ....	Public Library. ....	1867	Free. ....	Gen. ....	5,019

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1741	Beverly, Mass.....	Public Library.....	1855	Free..	Gen.....	10,211
1742	Beverly, Mass.....	Wilson's Circulating Library.....	1872	Sub...	Soc'l.....	1,000
1743	Billerica, Mass.....	Bennett Public Library Association.	1869	Sub...	Gen.....	2,500
1744	Blackinton, Mass.....	Blackinton Library.....	1859	Free..	Gen.....	1,000
1745	Blackstone, Mass.....	Athenaeum and Library Association.	1856	Sub...	Gen.....	3,000
1746	Bolton, Mass.....	Town Library.....	1859	Free..	Gen.....	2,016
1747	Boston, Mass.....	American Academy of Arts and Sciences.	1780	Free..	Sci.....	18,000
1748	Boston, Mass.....	American Baptist Missionary Union.	1814	Free..	.....	1,500
1749	Boston, Mass.....	American Board of Commissioners for Foreign Missions.	1810	Free..	.....	7,273
1750	Boston, Mass.....	Appalachian Mountain Club.....	1876	Free..	Soc'l.....	500
1751	Boston, Mass.....	Baldwin Place Home for Little Wanderers.	1865	.....	A. and R.	600
1752	Boston, Mass.....	Bar Association of the City of Boston.	1835	Sub...	Law.....	2,000
1753	Boston, Mass.....	Berwick Library.....	1875	Sub...	.....	550
1754	Boston, Mass.....	Bohn's Bower.....	1870	Free..	A. and R.	700
1755	Boston, Mass.....	Boston Athenaeum.....	1807	Sub...	Gen.....	150,261
1756	Boston, Mass.....	Boston City Hospital Medical Library.	1865	Free..	Med.....	*530
1757	Boston, Mass.....	Training School for Nurses.....	1885	Free..	Med.....	484
1758	Boston, Mass.....	Boston College.....	1864	.....	Col.....	12,000
1759	Boston, Mass.....	Bostonian Society.....	1881	Free..	Hist'l.....	800
1760	Boston, Mass.....	Boston Latin School Association.	1840	Free..	Sch.....	3,039
1761	Boston, Mass. (18 Boylston place).	Boston Library Society.....	1792	Sub...	Soc'l.....	26,000
1762	Boston, Mass. (419 Washington street).	Boston Scientific Society.....	1877	Free..	Sci.....	500
1763	Boston, Mass.....	Boston Society of Civil Engineers.	1851	Free..	Sci.....	825
1764	Boston, Mass.....	Boston Society of Natural History.	1831	Free..	Sci.....	30,000
1765	Boston, Mass.....	Boston University, School of Law.	1872	Free..	Law.....	4,000
1766	Boston, Mass.....	School of Medicine.....	1873	.....	Med.....	2,500
1767	Boston, Mass.....	School of Theology.....	1847	Free..	The'l.....	3,500
1768	Boston, Mass.....	Brooks Library.....	1868	Sub...	.....	2,847
1769	Boston, Mass. (171 Bunker Hill street).	Banker Hill Circulating Library..	1881	Sub...	Soc'l.....	400
1770	Boston, Mass. (20 Beacon street).	Bureau of Statistics of Labor....	1874	.....	.....	4,500
1771	Boston, Mass.....	Carter's Select Circulating Library.	1870	Sub...	Soc'l.....	4,500
1772	Boston, Mass. (697 Tremont street).	Central Library.....	1875	Sub...	Soc'l.....	1,500
1773	Boston, Mass.....	Chauncy Hall School.....	1874	Both..	Sch.....	750
1774	Boston, Mass.....	City Engineer's Department Library.	1869	Free..	Sci.....	580
1775	Boston, Mass.....	Congregational Library (American Congregational Association).	1853	Free..	Soc'l.....	25,450
1776	Boston, Mass.....	Directory Office Library.....	1846	Free..	Gen.....	7,000
1777	Boston, Mass.....	Farm School Library.....	1833	Free..	A. & R.	800
1778	Boston, Mass.....	Franklin Typographical Society..	1824	Free..	.....	2,800
1779	Boston, Mass.....	Gannett Institute.....	1854	.....	Sch.....	3,000
1780	Boston, Mass.....	General Theological Library.....	1800	Sub...	The'l.....	15,000
1781	Boston, Mass.....	Girls' Latin School.....	1878	Sub...	Sch.....	703
1782	Boston, Mass.....	Grand Lodge of Massachusetts.....	1864	Free..	Masonic	3,000
1783	Boston, Mass.....	Handel and Haydn Society.....	1815	.....	Soc'l.....	(a)
1784	Boston, Mass.....	House of Correction, Prison Library.	1850	Free..	A. & R.	1,000
1785	Boston, Mass.....	House of Industry (Deer Island)..	1849	Free..	A. & R.	1,500
1786	Boston, Mass.....	Loring's Select Library.....	1859	Sub...	Soc'l.....	8,000
1787	Boston, Mass.....	Lunatic Hospital (South Boston)..	1864	Free..	A. & R.	1,400
1788	Boston, Mass.....	Massachusetts College of Pharmacy.	1823	Free..	Med.....	3,500
1789	Boston, Mass.....	Massachusetts General Hospital, Treadwell Library.	1857	Sub...	Med.....	7,000
1790	Boston, Mass.....	Massachusetts Historical Society..	1791	Free..	Hist'l.....	31,000
1791	Boston, Mass.....	Massachusetts Homœopathic Hospital.	.....	Free..	.....	500

\* From a return for 1884.

a Library consists solely of books of music; number not reported.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
1792	Boston, Mass. (Tremont street).	Massachusetts Horticultural Society.	1829	Free..	Sci.....	5,000
1793	Boston, Mass. ....	Massachusetts Institute of Technology.*	1866	Free..	Sci.....	4,117
1794	Boston, Mass. ....	Massachusetts New Church Union Library.	1859	Free..	The'l .....	1,949
1795	Boston, Mass. (P. O., Charlestown station).	Massachusetts State Prison.....	1840	State ..	A. & R....	4,445
1796	Boston, Mass. (19 Boylston place).	Medical Library Association of Boston.	1875	Sub....	Med .....	15,000
1797	Boston, Mass. ....	Merrill's Library .....	1872	Sub....	Soc'l .....	5,000
1798	Boston, Mass. ....	Mudie Library .....	1883	Sub....	Soc'l .....	4,000
1799	Boston, Mass. ....	Museum of Fine Arts .....	1879	Free..	Sci.....	2,233
1800	Boston, Mass. ....	Naval Library and Institute (United States).	1842	Sub....	Gov't .....	2,390
1801	Boston, Mass. ....	New England Historic-Genealogical Society.	1845	Free..	Hist'l .....	20,778
1802	Boston, Mass. (36 Bromfield street).	New England Methodist Historical Society.	1880	Free..	Hist'l .....	2,444
1803	Boston, Mass. (North Bennet street).	North Bennet Street Industrial School.	1880	Free..	Sch .....	1,200
1804	Boston, Mass. ....	Nunismatic Society .....	1809	Free..	Sci.....	300
1805	Boston, Mass. ....	Odd Fellows' Library .....	1854	Free..	I. O. O. F..	3,500
1806	Boston, Mass. ....	Osgood's Circulating Library .....	1874	Sub....	Soc'l .....	1,000
1807	Boston, Mass. ....	Perkins Institution for the Blind.	1823	.....	Sch .....	6,695
1808	Boston, Mass. ....	Post Library, Fort Warren.....	1850	Free..	Gar .....	1,500
1809	Boston, Mass. ....	Public Library .....	1852	Free..	Gen .....	434,837
1810	Boston, Mass. ....	Sage's Circulating Library .....	1874	Sub....	Soc'l .....	2,500
1811	Boston, Mass. ....	Shawmut Congregational Society.	.....	.....	Soc'l .....	300
1812	Boston, Mass. ....	Social Law Library .....	1804	Sub....	Law .....	19,500
1813	Boston, Mass. (41 Marlborough street).	Society to encourage Studies at Home, Lending Library.	.....	Sub....	Soc'l .....	1,755
1814	Boston, Mass. ....	State Board of Health .....	1869	.....	San. sci ..	3,000
1815	Boston, Mass. ....	State Library .....	1826	Free..	State .....	60,000
1816	Boston, Mass. (29 Mid-dexes street).	Turner Library .....	1849	Free..	.....	3,000
1817	Boston, Mass. ....	United States Marine Hospital Service.	1821	Free..	Gov't .....	500
1818	Boston, Mass. ....	Washingtonian Home Library....	1858	Free..	Soc'l .....	553
1819	Boston, Mass. (687 Wash-ington street).	Wells Memorial Workingmen's Institute.	1870	Sub....	Soc'l .....	400
1820	Boston, Mass. ....	Young Men's Christian Association.*	1851	Sub....	Y. M. C. A.	4,500
1821	Boston, Mass. ....	Young Men's Christian Union....	1852	Sub....	Y. M. C. A.	7,886
1822	Boston, Mass. ....	Young Women's Christian Association.*	1867	.....	Soc'l .....	1,200
1823	Boxford, Mass. ....	Public Library .....	1874	Free..	Gen .....	1,100
1824	Boylston Centre, Mass..	Boylston Public Library .....	1880	Free..	Gen .....	1,979
1825	Bradford, Mass. ....	Bradford Academy .....	1804	Sub....	Sch .....	4,000
1826	Bradford, Mass. ....	High School .....	.....	.....	Sch .....	350
1827	Braintree, Mass. (P. O., South Braintree).	Thayer Public Library .....	1874	Free..	Gen .....	7,590
1828	Brewster, Mass. ....	Ladies' Library .....	1850	Sub....	Soc'l .....	3,000
1829	Bridgewater, Mass. ....	High School .....	.....	.....	Sch .....	300+
1830	Bridgewater, Mass. ....	Public Library .....	1875	Free..	Gen .....	6,100
1831	Bridgewater, Mass. ....	State Normal School .....	1840	Free..	Sch .....	4,000
1832	Bridgewater, Mass. ....	State Workhouse .....	1860	Free..	A. & R....	375
1833	Brimfield, Mass. ....	Hitchcock Free High School .....	1865	Free..	Sch .....	1,604
1834	Brimfield, Mass. ....	Pastor's Library (Congregational).	1859	.....	The'l .....	610
1835	Brimfield, Mass. ....	Public Library .....	1878	Free..	Gen .....	1,978
1836	Brockton, Mass. ....	Public Library .....	1867	Free..	Gen .....	10,341
1837	Brookfield, Mass. ....	Merrick Public Library .....	1865	Free..	Gen .....	8,860
1838	Brookline, Mass. ....	Circulating Library .....	.....	.....	Soc'l .....	500
1839	Brookline, Mass. ....	Public Library .....	1857	Free..	Gen .....	30,842
1840	Burlington, Mass. ....	Town Library .....	1857	Free..	Gen .....	1,625
1841	Cambridge, Mass. ....	Cambridge High School .....	1846	Free..	Sch .....	3,100
1842	Cambridge, Mass. ....	Cambridge Circulating Library .....	1857	Sub....	Soc'l .....	3,000
1843	Cambridge, Mass. ....	Entomological Club .....	1874	.....	Sci .....	1,355
1844	Cambridge, Mass. ....	Episcopal Theological School .....	1867	Free..	The'l .....	3,000
1845	Cambridge, Mass. ....	Harvard College .....	1833	Free..	Col .....	232,800

\* From a return for 1884.

a Books and pamphlets.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1846	Cambridge, Mass. ....	Botanic Garden (Herbarium Library).	1864	.....	Sci. ....	4, 600
1847	Cambridge, Mass. ....	Bussey Institution at Jamaica Plain.	1871	Free..	Sci. ....	2, 703
1848	Cambridge, Mass. ....	Divinity School. ....	1825	.....	Theol. ....	17, 405
1849	Cambridge, Mass. ....	Institute of 1770 (Old "Hasty Pudding" Building).	1770	Sub...	Soc'y ....	2, 703
1850	Cambridge, Mass. ....	Lawrence Scientific School. ....	1847	.....	Sci. ....	3, 500
1851	Cambridge, Mass. ....	Law School. ....	1817	.....	Law ....	21, 600
1852	Cambridge, Mass. ....	Medical School at Boston. ....	1782	.....	Med. ....	1, 500
1853	Cambridge, Mass. ....	Museum of Comparative Zoology. ....	1858	.....	Sci. ....	17, 603
1854	Cambridge, Mass. ....	Natural History Society. ....	1837	Free..	Soc'y ....	1, 903
1855	Cambridge, Mass. ....	Peabody Museum. ....	1806	Free..	Sci. ....	793
1856	Cambridge, Mass. ....	Phillips Library (Astronomical Observatory).	1847	.....	Sci. ....	3, 303
1857	Cambridge, Mass. ....	Porcellian Club. ....	1803	.....	Soc'y ....	10, 003
1858	Cambridge, Mass. ....	Public Library. ....	1856	Free..	Gen. ....	18, 000
1859	Cambridge, Mass. ....	Society for the Collegiate Instruction of Women.	1879	Free..	.....	1, 085
1860	Cambridge, Mass. ....	Truant School. ....	.....	.....	A. & R. ....	401
1861	Cambridgeport, Mass. ....	Abbott Parker's Circulating Library.	1878	Sub...	Soc'l. ....	400
1862	Cambridgeport, Mass. (575 Main street).	E. F. Hunt & Co.'s Circulating Library.	1833	Sub...	Soc'l. ....	3, 100
1863	Campello, Mass. ....	Thayer Brothers' Circulating Library.	1881	Sub...	Soc'l. ....	753
1864	Canton, Mass. ....	Public Library. ....	1875	Free..	Gen. ....	4, 072
1865	Carlisle, Mass. ....	Free Public Library. ....	1872	Free..	Gen. ....	863
1866	Charlmont, Mass. ....	Library Association. ....	1879	Sub...	Soc'l. ....	349
1867	Charlton, Mass. ....	Public Library. ....	.....	Free..	Gen. ....	1, 000
1868	Chelmsford, Mass. ....	Social Library. ....	1786	Sub...	Soc'l. ....	1, 200
1869	Chelsea, Mass. ....	Boyden's Circulating Library. ....	1868	Sub...	Soc'l. ....	4, 600
1870	Chelsea, Mass. ....	Orcutt's Circulating Library. ....	1849	Sub...	Soc'l. ....	2, 000
1871	Chelsea, Mass. ....	Williams & Riford's Circulating Library.	.....	Sub...	Soc'l. ....	1, 000
1872	Chelsea, Mass. ....	Public Library. ....	1870	Free..	Gen. ....	8, 616
1873	Chelsea, Mass. ....	U. S. Marine Hospital. ....	1821	Free..	Gov't. ....	500
1874	Cheshire, Mass. ....	Library Association. ....	1866	Sub...	Soc'l. ....	2, 420
1875	Chicopee, Mass. ....	Town Library. ....	1846	Free..	Gen. ....	8, 303
1876	Chicopee Falls, Mass. ....	Wm. P. McFarland's Circulating Library.	1880	Sub...	Soc'l. ....	501
1877	Cliftondale, Mass. ....	Public Library. ....	1885	Free..	Gen. ....	701
1878	Clinton, Mass. ....	Bigelow Free Public Library. ....	1873	Free..	Gen. ....	13, 000
1879	Cohasset, Mass. ....	Free Public Library. ....	1880	Free..	Gen. ....	3, 700
1880	College Hill, Mass. ....	Tuft's College. ....	1854	Free..	Col. ....	20, 104
1881	College Hill, Mass. ....	Universalist Historical Society*. ....	1834	Free..	Hist'l. ....	2, 800
1882	Concord, Mass. ....	Free Public Library. ....	1851	Free..	Gen. ....	10, 643
1883	Concord, Mass. (P. O. Wamerville).	Massachusetts Reformatory. ....	1884	Free..	A. & R. ....	2, 284
1884	Conway, Mass. ....	Town Library. ....	1878	Free..	Gen. ....	1, 420
1885	Cottage City, Mass. ....	Library Association. ....	1883	Free..	Soc'l. ....	836
1886	Cummington, Mass. ....	Bryant Free Library. ....	1872	Free..	Gen. ....	5, 300
1887	Dalton, Mass. ....	Crane Library. ....	1882	Free..	Soc'l. ....	700
1888	Dalton, Mass. ....	Public Library. ....	1885	Free..	Gen. ....	1, 220
1889	Danvers, Mass. ....	Lunatic Hospital. ....	1878	Free..	A. & R. ....	1, 000
1890	Danvers, Mass. ....	Peabody Institute Library. ....	1857	Free..	Gen. ....	12, 000
1891	Dedham, Mass. ....	Dedham Historical Society. ....	1859	Sub...	Hist'l. ....	500
1892	Dedham, Mass. ....	Norfolk County Law Library*. ....	1815	Free..	Law ....	1, 000
1893	Dedham, Mass. ....	Public Library. ....	1871	Free..	Gen. ....	8, 920
1894	Deerfield, Mass. (high school building).	Dickinson Library. ....	1878	Free..	.....	2, 240
1895	Deerfield, Mass. ....	Pocomtuck Valley Memorial Association.	1870	Free..	Soc'l. ....	6, 000
1896	Dennis, Mass. ....	Dennis Library. ....	1873	Sub...	Gen. ....	671
1897	Dudley, Mass. ....	Nichols Academy (Conant Library).	.....	.....	.....	2, 000
1898	Dunstable, Mass. ....	Free Library. ....	1878	Free..	Gen. ....	1, 672
1899	Duxbury, Mass. ....	Partridge Academy. ....	1845	Free..	Sch. ....	1, 600
1900	East Boston, Mass. ....	Marno's Circulating Library. ....	1881	Sub...	Soc'l. ....	500
1901	East Bridgewater, Mass. ....	High School. ....	.....	.....	Sch. ....	300
1902	East Bridgewater, Mass. ....	Public Library. ....	1884	Free..	Gen. ....	1, 044
1903	East Cambridge, Mass. ....	Circulating Library. ....	1880	Sub...	Soc'l. ....	1, 362

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1904	East Cambridge, Mass.	Middlesex Law Library .....	1815	.....	Law .....	3,600
1905	East Cambridge, Mass.	St. John's Literary Institute .....	1854	Free.	Soc'l .....	1,200
1906	East Dennis, Mass.	Association Library .....	1893	Sub.	Gen .....	1,032
1907	East Douglas, Mass.	Douglas Free Public Library .....	1879	Free.	Gen .....	1,098
1908	Eastham, Mass.	Town Library .....	.....	Free.	Gen .....	673
1909	Easthampton, Mass.	Public Library Association .....	1869	Sub.	Gen .....	8,000
1910	Easthampton, Mass.	Williston Seminary .....	1841	.....	Sch .....	2,000
1911	East Orleans, Mass.	Orleans Library Association .....	1854	Sub.	Gen .....	1,490
1912	East Saugus, Mass.	East Saugus Circulating Library .....	1885	Sub.	Soc'l .....	1,200
1913	Enfield, Mass.	Public Library .....	1822	Free.	Gen .....	1,400
1914	Erving, Mass.	Erving Library* .....	1872	Sub.	Gen .....	400
1915	Everett, Mass.	Public Library .....	1879	Free.	Gen .....	4,193
1916	Fairhaven, Mass.	Library Association .....	1860	Sub.	Gen .....	2,800
1917	Fall River, Mass.	Adams' Circulating Library .....	1874	Sub.	Soc'l .....	735
1918	Fall River, Mass.	Earl's Circulating Library .....	1870	Sub.	Soc'l .....	1,600
1919	Fall River, Mass.	High School Library .....	1857	Free.	Sch .....	475
1920	Fall River, Mass.	Public Library .....	1860	Free.	Gen .....	(a)
1921	Falmouth, Mass.	Falmouth Circulating Library .....	1876	.....	.....	1,500
1922	Falmouth, Mass.	First Congregational Church Li- brary.	1822	Free.	Soc'l .....	1,076
1923	Fells, Mass.	Boston Rubber Shoe Company ....	1873	Free.	Soc'l .....	1,200
1924	Fitchburg, Mass.	House of Correction and Jail .....	1859	Free.	A. & R. ....	525
1925	Fitchburg, Mass.	Law Library .....	1866	Free.	Law .....	870
1926	Fitchburg, Mass.	Public Library .....	1859	Free.	Gen .....	17,000
1927	Fitchburg, Mass.	Worcester North District Medi- cal Library.	1853	Free.	Med .....	550
1928	Foxborough, Mass.	Borden Library .....	1869	Free.	Gen .....	3,000
1929	Framingham, Mass.	State Normal School .....	1840	Free.	Sch .....	2,000
1930	Framingham, Mass.	Town Library .....	1855	Free.	Gen .....	12,000
1931	Franklin, Mass.	Dean Academy .....	1866	.....	Sch .....	500
1932	Franklin, Mass.	Library Association .....	1766	Free.	Gen .....	4,200
1933	Franklin, Mass.	Pawtucket Library .....	1874	.....	.....	600
1934	Freetown, Mass.	Freetown Law Library .....	.....	Free.	Law .....	500
1935	Gardner, Mass.	Gardner Free Library .....	1884	Free.	Gen .....	1,500
1936	Gardner, Mass.	Mt. Gardner Seminary .....	1853	.....	Sch .....	300
1937	Gilbertville, Mass.	Gilbertville Library of the Geo. H. Gilbert Mfg. Co.	1862	Free.	Soc'l .....	902
1938	Gill, Mass.	Gill Library .....	1872	Free.	Gen .....	711
1939	Gloucester, Mass.	Cape Ann Scientific and Literary Association.	1875	Free.	Sci. ....	400
1940	Gloucester, Mass.	Procter Circulating Library .....	1851	Sub.	Soc'l .....	2,500
1941	Gloucester, Mass.	Sawyer Free Library .....	1854	Free.	Gen .....	7,000
1942	Gloucester, Mass.	Young Men's Christian Associa- tion.	1878	Free.	Y. M. C. A. ....	325
1943	Grafton, Mass.	Free Public Library .....	1866	Free.	Gen .....	5,044
1944	Great Barrington, Mass.	Free Library .....	1881	Free.	Gen .....	3,506
1945	Great Barrington, Mass.	Sedgwick Institute .....	.....	.....	Sch .....	5,000
1946	Greenfield, Mass.	Free Library .....	1881	Free.	Gen .....	3,000
1947	Greenfield, Mass.	Law Library Association for Franklin Co.	1856	Free.	Law .....	2,248
1948	Greenfield, Mass.	Library Association .....	1855	Sub.	Gen .....	7,293
1949	Greenfield, Mass.	Moody's Circulating Library .....	1872	Sub.	Soc'l .....	1,200
1950	Groton, Mass.	Groton School Library .....	1884	.....	Sch .....	300
1951	Groton, Mass.	Lawrence Academy .....	1823	Free.	Sch .....	2,500
1952	Groton, Mass.	Public Library .....	1851	Free.	Gen .....	4,300
1953	Hadley, Mass.	Conant's Library .....	1881	Sub.	.....	2,100
1954	Hadley, Mass.	Young Men's Library Association ..	1856	Sub.	Soc'l .....	1,724
1955	Halifax, Mass.	Holmes Public Library .....	1876	Free.	Gen .....	1,560
1956	Hanson, Mass.	Library Association .....	1882	Sub.	Soc'l .....	434
1957	Hardwick, Mass.	Ladies' Free Library Association ..	1880	Free.	Gen .....	800
1958	Harvard, Mass.	Bromfield School .....	1877	.....	Sch .....	1,000
1959	Harvard, Mass.	Public Library .....	1808	Free.	Gen .....	3,000
1960	Harvard, Mass.	Union Library .....	1865	Sub.	.....	900
1961	Harwich Port, Mass.	Sea View Library .....	1877	Sub.	.....	460
1962	Hathfield, Mass.	Public Library .....	1870	Free.	Gen .....	2,800
1963	Haverhill, Mass.	Morse & Son's Circulating Library ..	1869	Sub.	Soc'l .....	1,500
1964	Haverhill, Mass.	Public Library .....	1874	Free.	Gen .....	39,268
1965	Haydenville, Mass.	Library Association .....	1884	Sub.	Gen .....	515

\* From a return for 1884.

a Present number of volumes is not known; the library numbered 30,000 volumes before the recent fire.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
1936	Hingham, Mass.	Public Library	1869	Free	Gen	5,800
1937	Hingham, Mass.	Second Social Library	1773	Sub.	Soc'l	1,999
1938	Hinsdale, Mass.	Public Library Association	1866	Free	Gen	3,450
1939	Holbrook, Mass.	Public Library	1874	Free	Gen	4,245
1970	Holden, Mass.	Library Association	1877	Sub.	Gen	1,314
1971	Holliston, Mass.	Public Library	1879	Free	Gen	3,175
1972	Holyoke, Mass.	Public Library	1870	Free	Gen	11,000
1973	Holyoke, Mass.	Teachers' Professional Library	1879	Free	Special	862
1974	Hopkinton, Mass.	Young Men's Christian Association.	1867	Free	Y. M. C. A.	2,203
1975	Housatonic, Mass.	The Cong Library	1869	Free	Gen	5,029
1976	Hubbardston, Mass.	Public Library	1872	Free	Gen	4,500
1977	Hudson, Mass.	Public Library	1863	Free	Gen	3,550
1978	Hyde Park, Mass.	Public Library	1874	Free	Gen	8,000
1979	Ipswich, Mass.	Free Public Library	1863	Free	Gen	10,000
1980	Kingston, Mass.	Library Association	1870	Sub.	Gen	1,500
1981	Lancaster, Mass.	State Industrial School for Girls.	1860	Free	A. & R.	1,700
1982	Lancaster, Mass.	Town Library	1862	Free	Gen	16,231
1983	Lanesborough, Mass.	Elmwood Institute*	1844		Sch.	1,000
1984	Lanesborough, Mass.	Town Library	1870	Sub.	Gen	1,140
1985	Lawrence, Mass.	Free Public Library	1872	Free	Gen	27,322
1986	Lawrence, Mass.	House of Correction	1863	Free	A. & R.	400
1987	Lawrence, Mass.	Industrial School	1875	Free	Sch.	700
1988	Lawrence, Mass.	Pacific Mills Library	1854	Free	Soc'l	8,700
1989	Lee, Mass.	Public Library	1874	Free	Gen	3,500
1990	Leicester, Mass.	Academy Library			Sch.	300
1991	Leicester, Mass.	Public Library	1861	Free	Gen	5,530
1992	Lenox, Mass.	Library Association	1855	Free	Gen	6,500
1993	Leominster, Mass.	Free Public Library	1856	Free	Gen	10,800
1994	Lexington, Mass.	Cary Library	1863	Free	Gen	10,000
1995	Lincoln, Mass.	Public Library	1871	Free	Gen	3,183
1996	Linden, Mass.	Circulating Library	1880		Soc'l	400
1997	Lowell, Mass.	City Library	1844	Free	Gen	30,000
1998	Lowell, Mass.	Coggeshall's Circulating Library*	1870	Sub.	Soc'l	1,011
1999	Lowell, Mass.	Middlesex Co. Law Library	1850	Free	Law	900
2000	Lowell, Mass.	Middlesex Mechanics' Association	1825	Sub.	Soc'l	20,000
2001	Lowell, Mass.	Old Ladies' Home	1878		A. & R.	300
2002	Lowell, Mass.	Rector's Library (St. Anne's Church).	1860		The'l	2,000
2003	Lowell, Mass.	Reform School*	1870	Free	A. & R.	750
2004	Lowell, Mass.	St. Patrick's Female Academy*	1852		Sch.	600
2005	Lowell, Mass.	Wentworth Library (Lowell Bar Association).	1875	Free	Law	400
2006	Lowell, Mass.	Young Men's Catholic Library Association.	1855	Free	Soc'l.	1,000
2007	Lowell, Mass.	Young Men's Christian Association.	1863	Free	Y. M. C. A.	1,200
2008	Lynn, Mass.	Public Library	1856	Free	Gen	2,521
2009	Lynn, Mass.	Cotton's Circulating Library	1881	Sub.	Soc'l	1,200
2010	Lynn, Mass.	Free Public Library	1862	Free	Gen	34,411
2011	Lynn, Mass.	Young Men's Christian Association.	1863	Free	Y. M. C. A.	300
2012	Malden, Mass.	Bazar Circulating Library	1881		Soc'l.	1,500
2013	Malden, Mass.	Ladies' Exchange Circulating Library.	1883	Sub.	Soc'l.	1,000
2014	Malden, Mass.	High School			Sch.	1,500
2015	Malden, Mass.	Public Library	1879	Free	Gen	10,724
2016	Manchester, Mass.	Public Library	1871	Free	Gen	4,441
2017	Mansfield, Mass.	Public Library	1884	Free	Gen	1,600
2018	Marblehead, Mass.	Abbot Public Library	1878	Free	Gen	8,111
2019	Marion, Mass.	Tabor Library	1855	Free	Gen	1,200
2020	Marlborough, Mass.	Free Public Library	1871	Free	Gen	8,600
2021	Marlborough, Mass.	Unitarian Parish Library	1847	Free	Soc'l	2,652
2022	Medford, Mass.	Public Library	1873	Free	Gen	3,000
2023	Medford, Mass.	Public Library	1856	Free	Gen	10,206
2024	Medway, Mass.	Dean Library	1860	Sub.		3,000
2025	Medway, Mass.	Lawrence's Circulating Library	1880	Sub.	Soc'l	405
2026	Melrose, Mass.	Boston Rubber Shoe Company.	1873	Free	Soc'l	1,197
2027	Melrose, Mass.	Edson's Circulating Library	1870	Sub.	Soc'l	600
2028	Melrose, Mass.	Public Library	1871	Free	Gen	6,559

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2020	Mendon, Mass.	Taft Public Library	1831	Free	Gen	2,131
2030	Merrimac, Mass.	Public Library	1876	Free	Gen	3,500
2031	Methuen, Mass.	Nevin's Memorial Library	1885	Free	Gen	9,500
2032	Methuen, Mass.	Public Library	1873	Free	Gen	2,400
2033	Middleborough, Mass.	Public Library	1874	Free	Gen	3,955
2034	Middlefield, Mass.	Public Library	1875	Free	Gen	450
2035	Middleton, Mass.	Flint Public Library	1879	Free	Gen	2,993
2036	Milford, Mass.	Thurber Medical Library	1861	Free	Med	733
2037	Milford, Mass.	Town Library	1858	Free	Gen	7,156
2038	Millbury, Mass.	Town Library	1867	Free	Gen	5,681
2039	Millis, Mass.	Free Public Library	1885	Free	Gen	325
2040	Milton, Mass.	Public Library	1871	Free	Gen	10,000
2041	Monson, Mass.	Flynt and Packard Library of Monson Academy.	.....	Free	Sch	1,400
2042	Monson, Mass.	Free Library and Reading Room Association.	1877	Free	Gen	3,424
2043	Montague, Mass.	Public Library	1869	Sub.	Gen	2,533
2044	Montague, Mass.	Turner's Falls Library Association.	1875	Sub.	Soc'l	1,300
2045	Nahant, Mass.	Public Library	1871	Free	Gen	6,850
2046	Nantucket, Mass.	Admiral Sir Isaac Coffin's Lancasterian School.*	1827	.....	Sch	1,100
2047	Nantucket, Mass.	Nantucket Athenæum	1834	Sub.	Gen	6,500
2048	Nantucket, Mass.	Town Library	1854	Free	Gen	400
2049	Natick, Mass.	Morse Institute.	1874	Free	Gen	13,647
2050	Needham, Mass.	Needham Library	1875	Sub.	Gen	1,200
2051	New Bedford, Mass.	Dews Circulating Library	1884	Sub.	Soc'l	600
2052	New Bedford, Mass.	Free Public Library	1853	Free	Gen	50,000
2053	New Bedford, Mass.	Friends' Academy	1812	.....	Sch	2,000
2054	New Bedford, Mass.	Hutchinson's Circulating Library.	1896	Sub.	Soc'l	1,800
2055	New Bedford, Mass.	Lawton's Circulating Library	1876	Sub.	Soc'l	1,500
2056	New Bedford, Mass.	Swain Free School	.....	.....	Sch	500
2057	New Bedford, Mass.	Union for Good Works	1870	Free	Soc'l	600
2058	New Bedford, Mass.	Young Men's Christian Association.	1882	Free	Y. M. C. A.	800
2059	Newburyport, Mass.	Public Library	1854	Free	Gen	23,232
2060	Newburyport, Mass.	Young Men's Christian Association.	1883	Free	Y. M. C. A.	450
2061	New Salem, Mass.	New Salem Academy	1795	Free	Sch	400
2062	Newton, Mass.	Bazar Circulating Library	1875	Sub.	Soc'l	550
2063	Newton, Mass.	Free Library	1870	Free	Gen	23,309
2064	Newton, Mass.	Newton Athenæum	1850	Free	Gen	4,568
2065	Newton, Mass.	Peck's Circulating Library	1873	Sub.	Soc'l	700
2066	Newton, Mass.	Pomroy Home for Orphan Girls	1873	.....	A. and R.	400
2067	Newton Center, Mass.	Newton Theological Institution.	1826	Free	The'l	18,000
2068	Norfolk, Mass.	Town Library	1884	Free	Gen	324
2069	North Abington, Mass.	Public Library (branch of Abington Public Library).	.....	Free	Gen	1,493
2070	North Adams, Mass.	Public Library	1883	Free	Gen	5,777
2071	North Amherst, Mass.	Public Library	1869	Free	Gen	1,187
2072	Northampton, Mass.	Clarke Institution for Deaf Mutes.	1867	Free	Sch	1,000
2073	Northampton, Mass.	Free Public Library	1860	Free	Gen	20,000
2074	Northampton, Mass.	Hampshire County Law Library	1825	Free	Law	2,200
2075	Northampton, Mass.	Northampton Lunatic Hospital.	1858	.....	A. and R.	2,853
2076	Northampton, Mass.	Smith College Reference Library.	.....	Free	Col	5,000
2077	North Andover, Mass.	North Andover Library	1875	Free	Gen	5,800
2078	North Attleborough, Mass.	Circulating Library of B. A. Razez & Co.	1876	Sub.	Soc'l	900
2079	North Attleborough, Mass.	Public Library Union Improvement District.	1869	Free	Gen	4,000
2080	North Billerica, Mass.	Talbot Library	1880	Sub.	Soc'l	1,582
2081	Northborough, Mass.	Allen Home School	1882	.....	Sch	400
2082	Northborough, Mass.	Free Library	1868	Free	Gen	6,363
2083	North Brookfield, Mass.	Appleton Library	1859	Free	The'l	4,550
2084	North Brookfield, Mass.	Free Public Library and Reading Room.	.....	Free	Gen	3,417
2085	North Chelmsford, Mass.	North Chelmsford Library	1872	Sub.	Gen	1,909
2086	North Easton, Mass.	Ames Free Library	1877	Free	Gen	11,059
2087	Northfield, Mass.	First Congregational Parish Library (Unitarian).	1835	Free	Soc'l	650
2088	Northfield, Mass.	Mt. Hermon School for Boys*	1881	.....	Sch	300

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2089	Northfield, Mass.	Northfield Seminary	1879	Free..	Sch. ....	4,000
2090	Northfield, Mass.	Public Library	1878	Free..	Gen. ....	2,874
2091	North Hadley, Mass.	Library Association	1877	Free..	Gen. ....	490
2092	North Middleborough, Mass.	Pratt Free School Library	1863	Free..	Sch. ....	981
2093	North Reading, Mass.	Flint Library	1872	Free..	Gen. ....	2,587
2094	North Woburn, Mass.	Rumford Library	1840	Free..	Gen. ....	1,500
2095	Norton, Mass.	Wheaton Female Seminary	1835	Free..	Sch. ....	3,983
2096	Norwood, Mass.	Public Library	1823	Free..	Gen. ....	4,000
2097	Orange, Mass.	Free Public Library	1846	Sub..	Gen. ....	3,223
2098	Osterville, Mass.	Free Public Library	1882	Sub..	Gen. ....	1,200
2099	Oxford, Mass.	Free Public Library	1870	Free..	Gen. ....	3,034
2100	Palmer, Mass.	State Primary School	.....	Free..	Sch. ....	1,081
2101	Palmer, Mass.	Young Men's Library Association	1878	Free..	Gen. ....	3,145
2102	Paxton, Mass.	Free Public Library	1877	Free..	Gen. ....	1,197
2103	Peabody, Mass.	Peabody Institute	1853	Free..	Gen. ....	25,507
2104	Peabody, Mass.	Eben Dale Sutton Reference Library	1869	Free..	Gen. ....	2,245
2105	Pembroke, Mass.	Free Library*	1877	Free..	Gen. ....	2,500
2106	Pepperell, Mass.	Public Library	1877	Free..	Gen. ....	5,082
2107	Petersham, Mass.	Free Library	1879	Free..	Gen. ....	2,000
2108	Phillipston, Mass.	Phillips Free Public Library	1862	Free..	Gen. ....	4,288
2109	Pittsfield, Mass.	Berkshire Athenæum	1871	Free..	Gen. ....	16,000
2110	Pittsfield, Mass.	Berkshire County Law Library Association	1856	Sub..	Law .....	3,000
2111	Plymouth, Mass (6 Main street).	Circulating Library	.....	Sub..	Soc'l.....	1,000
2112	Plymouth, Mass.	Pilgrim Society's Library	1820	Free..	Hist'l.....	2,000
2113	Plymouth, Mass.	Public Library	1871	Free..	Gen. ....	5,000
2114	Princeton, Mass.	Public Library	1884	Free..	Gen. ....	2,100
2115	Provincetown, Mass.	Public Library	1874	Free..	Gen. ....	3,442
2116	Quincy, Mass.	National Sailors' Home	1863	Free..	Gov't.....	1,000
2117	Quincy, Mass.	Thomas Crane Public Library	1871	Free..	Gen. ....	14,000
2118	Randolph, Mass.	Turner Free Library	1876	Free..	Gen. ....	10,000
2119	Reading, Mass.	Public Library	1869	Free..	Gen. ....	5,000
2120	Rehoboth, Mass.	Blanding Library	1855	Free..	Gen. ....	800
2121	Revere, Mass.	Public Library	1880	Free..	Gen. ....	1,714
2122	Roche-ter, Mass.	Free Public Library	1876	Free..	Gen. ....	1,350
2123	Rockland, Mass.	Public Library	1878	Free..	Gen. ....	6,000
2124	Rockport, Mass.	Public Library	1871	Sub..	Gen. ....	2,400
2125	Rowe, Mass.	Town Library	1797	Free..	Gen. ....	956
2126	Rowley, Mass.	Rowley Review and Book Club	1867	Sub..	Soc'l.....	807
2127	Roxbury, Mass.	Corning's Circulating Library	1873	Sub..	Soc'l.....	1,800
2128	Roxbury, Mass.	Dudley Association	1877	Sub..	Soc'l.....	626
2129	Royalston, Mass.	Raymond Public Library	1881	Free..	Gen. ....	939
2130	Rutland, Mass.	Public Library	1865	Free..	Gen. ....	1,350
2131	Salem, Mass.	American Association for the Advancement of Science.	1848	Sub..	Sci. ....	1,650
2132	Salem, Mass.	Charitable Mechanics' Association	1822	Sub..	Soc'l.....	5,200
2133	Salem, Mass.	Essex County Law Library Association.	1856	Free..	Law .....	5,730
2134	Salem, Mass.	Essex Institute	1848	Sub..	Sci. ....	37,000
2135	Salem, Mass.	Essex South District Medical Society.*	1805	Sub..	Med. ....	2,500
2136	Salem, Mass.	Fraternity Lodge, No. 118, I.O.O.F.	1870	Free..	I.O.O.F....	1,250
2137	Salem, Mass.	Peabody Academy of Science	1868	Free..	Sci. ....	5,000
2138	Salem, Mass.	Plummer Farm School	1870	Free..	Sch. ....	700
2139	Salem, Mass.	Salem Athenæum	1810	Sub..	Gen. ....	19,000
2140	Salem, Mass.	Salem Teachers' Library	1876	Sub..	Special ..	356
2141	Salem, Mass.	Seamen's Orphan and Children's Friend Society.	1839	Sub..	A. & R. ....	300
2142	Salem, Mass.	Young Men's Catholic Temperance Society.*	1862	Free..	Soc'l.....	700
2143	Sandwich, Mass.	Sandwich Circulating Library	1864	Sub..	Gen. ....	1,600
2144	Saugus, Mass.	Dunn's Circulating Library	1878	Sub..	Soc'l.....	300
2145	Saugus, Mass.	High School	1885	Free..	Sch. ....	372
2146	Scituate, Mass.	Public Library	1876	Free..	Gen. ....	975
2147	Scituate, Mass.	Satuit Library	1882	Sub..	Gen. ....	1,200
2148	Sharon, Mass.	Public Library	1879	Free..	Gen. ....	2,530
2149	Sheffield, Mass.	Friendly Union	1870	Free..	Soc'l.....	931

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2150	Shelburne, Mass.....	First Independent Social Library Company.	1821	Sub...	Soc'l.....	1,100
2151	Shelburne Falls, Mass..	Arms Library .....	1854	Sub...		6,000
2152	Sherborn, Mass.....	Town Library .....	1860	Free..	Gen .....	3,460
2153	Shirley, Mass.....	Shaker Community Library .....	1872	Free..	Soc'l .....	1,200
2154	Shrewsbury, Mass.....	Free Public Library .....	1872	Free..	Gen .....	2,000
2155	Somerville, Mass. (26 Union square).	Circulating Library .....	1874	Sub...	Soc'l .....	1,000
2156	Somerville, Mass .....	Dayton's Circulating Library.....	1855	Sub...	Soc'l .....	600
2157	Somerville, Mass .....	McLean Asylum.....	1834	Free..	A. & R. ....	4,100
2158	Somerville, Mass .....	Public Library .....	1873	Free..	Gen .....	12,637
2159	Southampton, Mass.....	Southampton Social Library .....	1880	Sub...	Soc'l .....	2,382
2160	Southborough, Mass.....	Fay Library .....	1851	Free..	Gen .....	5,099
2161	Southborough, Mass.....	St. Mark's School .....	1865	Free..	Sch. ....	1,300
2162	South Boston, Mass. (218 Broadway).	Circulating Library .....	1880	Sub...	Soc'l .....	800
2163	South Boston, Mass. (738 East Broadway).	Payne's Circulating Library .....	1869	Sub...	Soc'l .....	2,000
2164	South Boston, Mass.....	Toll Gate Circulating Library .....	1870	Sub...	Soc'l .....	1,700
2165	Southbridge, Mass.....	Public Library .....	1870	Free..	Gen .....	10,180
2166	South Byfield, Mass.....	Dummer Academy .....	1763	.....	Sch. ....	300
2167	South Chatham, Mass.....	Pilgrim Library .....	1875	Sub...	Soc'l .....	428
2168	South Dennis, Mass.....	Public Library .....	1873	Sub...	Soc'l .....	800
2169	South Framingham, Mass.	Lombard's Circulating Library .....	1871	Sub...	Soc'l .....	844
2170	South Framingham, Mass.	Reformatory Prison for Women ..	1878	.....	A. & R. ....	1,068
2171	South Gardiner, Mass ..	South Gardiner Social Library....	1841	Sub...	Soc'l .....	1,312
2172	South Hadley, Mass.....	Mount Holyoke Female Seminary.	1838	Free..	Col. ....	11,000
2173	South Natick, Mass.....	Bacon Free Library .....	1881	Free..	Gen .....	4,000
2174	South Natick, Mass.....	Historical, Natural History, and Library Society.	1870	Free..	Soc'l .....	965
2175	South Scituate, Mass ..	James Library .....	1873	.....		1,800
2176	South Williamstown, Mass.	Greylock Institute .....	1842	.....	Sch. ....	450
2177	South Yarmouth, Mass ..	South Yarmouth Social Library ..	1865	Sub...	Soc'l .....	1,291
2178	Spencer, Mass .....	Public Library .....	1860	Free..	Gen .....	6,000
2179	Springfield, Mass.....	Armory Hill Circulating Library ..	1870	Sub...	Soc'l .....	1,000
2180	Springfield, Mass.....	Boston and Albany Railroad Library.	1869	Free..	Soc'l .....	2,047
2181	Springfield, Mass.....	Central Circulating Library .....	1867	Sub...	Soc'l .....	1,500
2182	Springfield, Mass.....	City Library Association .....	1857	Free..	Gen .....	55,000
2183	Springfield, Mass.....	Hampden County Law Library....	1812	Free..	Law .....	3,748
2184	Springfield, Mass.....	"The Elms" Family and Day School for Girls.	1865	.....	Sch. ....	625
2185	Sterling, Mass.....	Public Library .....	1870	Free..	Gen .....	4,000
2186	Stockbridge, Mass.....	Edwards Place School .....	1874	.....	Sch. ....	300
2187	Stockbridge, Mass.....	Jackson Library .....	1863	Free..	Gen .....	6,000
2188	Stoneham, Mass.....	Free Public Library .....	1859	Free..	Gen .....	6,000
2189	Stoughton, Mass.....	Public Library .....	1874	Free..	Gen .....	4,200
2190	Sturbridge, Mass.....	Public Library .....	1873	Free..	Gen .....	2,243
2191	Sudbury, Mass.....	Goodnow Library .....	1863	Free..	Gen .....	9,403
2192	Sunderland, Mass.....	Sunderland Library .....	1869	Free..	Gen .....	2,100
2193	Sutton, Mass.....	Free Library .....	1875	Free..	Gen .....	3,000
2194	Swansea, Mass.....	Agricultural Library Association	1866	Sub...	Soc'l .....	300
2195	Swansea, Mass.....	Public Library .....	1883	Sub...	Gen .....	314
2196	Taunton, Mass.....	Bristol County Law Library Association.	1858	Free..	Law .....	2,500
2197	Taunton, Mass.....	Lunatic Hospital .....	1860	Free..	A. & R. ....	1,960
2198	Taunton, Mass.....	Old Colony Historical Society ..	1853	Sub...	Hist'l .....	408
2199	Taunton, Mass.....	Public Library .....	1866	Free..	Gen .....	24,434
2200	Templeton, Mass.....	Boynton Public Library .....	1873	Free..	Gen .....	3,000
2201	Templeton, Mass.....	Ladies' Social Circle (First Parish)	1840	Sub...	Soc'l .....	2,000
2202	Tewksbury, Mass.....	Public Library .....	1878	Free..	Gen .....	2,654
2203	Tewksbury, Mass.....	State Almshouse .....	1872	Free..	A. & R. ....	1,050
2204	Topsfield, Mass.....	Town Library .....	1875	Free..	Gen .....	2,600
2205	Townsend, Mass.....	Public Library .....	1861	Free..	Gen .....	1,644
2206	Tyngsborough, Mass.....	Public Library .....	1878	Free..	Gen .....	2,606
2207	Upton, Mass.....	Town Library .....	1871	Free..	Gen .....	2,230
2208	Uxbridge, Mass.....	Free Public Library .....	1874	Free..	Gen .....	4,500
2209	Vineyard Haven, Mass ..	Sailors' Free Library .....	1870	Free..	Soc'l .....	1,600
2210	Wakefield, Mass.....	Beebe Town Library .....	1856	Free..	Gen .....	8,000

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2211	Walpole, Mass.....	Public Library .....	1876	Free..	Gen .....	4,000
2212	Waltham, Mass.....	Public Library .....	1865	Free..	Gen .....	13,000
2213	Ware, Mass .....	Young Men's Library Association.	1870	Free..	Gen .....	6,003
2214	Warren, Mass .....	Public Library .....	1876	Free..	Gen .....	4,787
2215	Warwick, Mass .....	Free Library .....	1870	Free..	Gen .....	1,978
2216	Watertown, Mass .....	Free Public Library.....	1868	Free..	Gen .....	15,791
2217	Watertown, Mass .....	United States Arsenal, Post Library.	1867	Free..	Gar .....	575
2218	Wayland, Mass.....	Free Public Library.....	1843	Free..	Gen .....	10,000
2219	Webster, Mass .....	Town Library .....	1860	Free..	Gen .....	350
2220	Webster, Mass .....	Webster Circulating Library.....	1875	Sub ..	Soc'l .....	625
2221	Wellesley, Mass .....	Free Library .....	1881	Free..	Gen .....	5,387
2222	Wellesley, Mass .....	Wellesley College .....	1875	Free..	Col .....	30,321
2223	West Acton, Mass.....	Citizens' Library.....	1883	Sub ..	Gen .....	900
2224	West Acton, Mass.....	Literary and Library Society .....	1883	Free..	Soc'l .....	500
2225	Westborough, Mass .....	Free Public Library.....	1837	Free..	Gen .....	6,123
2226	Westborough, Mass .....	Lyman School for Boys .....	1855	Free..	Sch .....	1,500
2227	West Boyford, Mass .....	Public Library .....	1881	Free..	Gen .....	623
2228	West Boylston, Mass .....	Public Library .....	1878	Free..	Gen .....	2,500
2229	West Bridgewater, Mass .....	Public Library .....	1879	Free..	Gen .....	2,571
2230	West Brookfield, Mass .....	Town Public Library.....	1874	Free..	Gen .....	5,391
2231	Westfield, Mass .....	State Normal School.....	1844	Free..	Sch .....	7,000
2232	Westfield, Mass .....	Westfield Athenæum .....	1864	Sub ..	Gen .....	14,000
2233	Westford, Mass .....	Public Library .....	.....	Free..	Gen .....	4,984
2234	West Hanover, Mass .....	Library Association .....	1884	Sub ..	Soc'l .....	321
2235	West Medway, Mass .....	West Medway Circulating Library .....	1872	Sub ..	Soc'l .....	500
2236	Westminster, Mass .....	Public Library .....	1868	Free..	Gen .....	1,225
2237	West Newbury, Mass .....	Library Association .....	1874	Sub ..	Gen .....	1,500
2238	West Newton, Mass....	West Newton English and Classical School.	1855	Free..	Sch .....	3,000
2239	Weston, Mass .....	Town Library .....	1857	Free..	Gen .....	6,321
2240	West Scituate, Mass.....	Assinippi Library .....	1869	Sub ..	Gen .....	850
2241	West Springfield, Mass .....	Public Library .....	1854	Sub ..	Gen .....	3,170
2242	Weymouth, Mass .....	Tufts Library .....	1879	Free..	Gen .....	9,114
2243	Whately, Mass .....	Town Library .....	1874	Free..	Gen .....	1,050
2244	Whitinsville, Mass .....	Social Library .....	1845	Free..	Gen .....	4,074
2245	Whitman, Mass .....	Public Library .....	1879	Free..	Gen .....	5,695
2246	Wilbraham, Mass .....	Wesleyan Academy .....	1866	Sub ..	Sch .....	4,817
2247	Wilbraham, Mass .....	Club Library .....	1826	Free..	Soc'y .....	960
2248	Wilbraham, Mass .....	Union Philosophical Society.....	.....	.....	Soc'y .....	995
2249	Williamsburgh, Mass.....	Library Association .....	1876	Sub ..	Soc'l .....	1,814
2250	Williamstown, Mass.....	Public Library* .....	1874	Free..	Gen .....	1,719
2251	Williamstown, Mass.....	Williams College .....	1793	.....	Col .....	22,000
2252	Williamstown, Mass.....	Philologist Society .....	1795	Free..	Soc'y .....	4,613
2253	Williamstown, Mass.....	Philotechnian Society .....	1795	Free..	Soc'y .....	4,500
2254	Wilmington, Mass.....	Public Library .....	1871	Free..	Gen .....	1,331
2255	Winchendon, Mass .....	Public Library .....	1867	Free..	Gen .....	3,635
2256	Winchester, Mass .....	Historical Genealogical Library .....	1884	Sub ..	Hist'l .....	675
2257	Winchester, Mass .....	Public Library .....	1860	Free..	Gen .....	6,300
2258	Woburn, Mass .....	Public Library .....	1856	Free..	Gen .....	23,789
2259	Worcester, Mass .....	American Antiquarian Society .....	1812	Free..	Hist'l .....	80,000
2260	Worcester, Mass .....	City Hospital .....	1875	Free..	.....	325
2261	Worcester, Mass .....	College of the Holy Cross .....	1843	Free..	Col .....	14,000
2262	Worcester, Mass .....	Free Public Library.....	1839	Free..	Gen .....	63,941
2263	Worcester, Mass .....	Highland Military Academy .....	1856	.....	Sch .....	1,000
2264	Worcester, Mass .....	High School Library .....	1846	Free..	Sch .....	2,500
2265	Worcester, Mass .....	House of Correction.....	1840	Free..	A. & R .....	460
2266	Worcester, Mass .....	Oread Institute, Oread Euphemia.	1850	Free..	Soc'l .....	2,003
2267	Worcester, Mass .....	State Normal School.....	1874	Free..	Sch .....	5,711
2268	Worcester, Mass .....	Miss Williams's School.....	1873	.....	Sch .....	1,000
2269	Worcester, Mass .....	Worcester Academy .....	1884	Free..	Sch .....	500
2270	Worcester, Mass .....	Worcester County Free Institute of Industrial Science.	1863	Free..	Sci .....	1,200
2271	Worcester, Mass .....	Worcester County Horticultural Society.	1840	Free..	Sci .....	2,200
2272	Worcester, Mass .....	Worcester County Law Library.....	.....	Free..	Law .....	8,000
2273	Worcester, Mass .....	Worcester County Merchants' Association.* .....	1842	Free..	Soc'l .....	7,000
2274	Worcester, Mass .....	Worcester County Musical Association.	1858	.....	Soc'l .....	9,784

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2275	Worcester, Mass. ....	Worcester District Medical Li- brary.	1793	Free..	Med. ....	6,000
2276	Worcester, Mass. ....	Worcester Lunatic Hospital. ....	1878	.....	A. & R. ....	1,600
2277	Worcester, Mass. ....	Worcester Natural History So- ciety.	1853	Free..	Sci. ....	355
2278	Worcester, Mass. ....	Worcester Society of Antiquity ..	1875	Sub. ....	Hist'l. ....	10,000
2279	Worthington, Mass. ....	Worthington Library .....	1884	Free..	Gen. ....	563
2280	Wrentham, Mass. ....	Ladies' Library .....	1860	Sub. ....	Soc'l. ....	500
2281	Adrian, Mich. ....	Adrian College .....	.....	.....	Col. ....	4,000
2282	Adrian, Mich. ....	Lambda Phi Society .....	1863	Free..	Soc'y. ....	640
2283	Adrian, Mich. ....	Star Literary Society .....	1859	Free..	Soc'y. ....	600
2284	Adrian, Mich. ....	Adrian Township Library .....	1848	Free..	Gen. ....	1,379
2285	Adrian, Mich. ....	Ladies' Library Association .....	1868	Sub. ....	Soc'l. ....	3,065
2286	Adrian, Mich. ....	Madison Township Library .....	1844	Free..	Gen. ....	600
2287	Adrian, Mich. ....	Public School Library .....	1868	Free..	Sch. ....	5,038
2288	Adrian, Mich. ....	Raisin Valley Seminary .....	.....	.....	Sch. ....	500
2289	Agricultural College, Mich. ....	Michigan State Agricultural Col- lege.	1857	Free..	Sci. ....	7,474
2290	Albion, Mich. ....	Albion College .....	1843	Free..	Col. ....	4,515
2291	Albion, Mich. ....	Ladies' Library Association .....	1870	Sub. ....	Soc'l. ....	1,495
2292	Albion, Mich. ....	Public School Library .....	1852	Free..	Sch. ....	792
2293	Algonac, Mich. ....	Clay Township Library .....	.....	Free..	Gen. ....	480
2294	Allegan, Mich. ....	Allegan Township Library .....	.....	Free..	Gen. ....	1,100
2295	Allegan, Mich. ....	Literary and Library Association ..	.....	Sub. ....	Soc'l. ....	1,110
2296	Allendale, Mich. ....	Allendale Township Library .....	1858	Free..	Gen. ....	412
2297	Alpena, Mich. ....	Union School Library .....	1872	Free..	Sch. ....	2,051
2298	Ann Arbor, Mich. (high school building).	Ann Arbor School District Library	1856	Free..	Sch. ....	2,229
2299	Ann Arbor, Mich. ....	Ladies' Library .....	1866	Sub. ....	Soc'l. ....	3,000
2300	Ann Arbor, Mich. ....	University of Michigan .....	1841	Free..	Col. ....	47,000
2301	Ann Arbor, Mich. ....	Adelphi Literary Society .....	1865	Free..	Soc'y. ....	500
2302	Ann Arbor, Mich. ....	Alpha Nu Literary Society .....	1843	Free..	Soc'y. ....	1,112
2303	Ann Arbor, Mich. ....	Dental Department .....	1876	Free..	Sci. ....	404
2304	Ann Arbor, Mich. ....	Law Department .....	1853	Free..	Law .....	10,000
2305	Ann Arbor, Mich. ....	Medical Department .....	1850	Free..	Med. ....	3,000
2306	Ann Arbor, Mich. ....	Observatory .....	.....	Free..	Sci. ....	800
2307	Ann Arbor, Mich. ....	Students' Christian Association .....	1864	Free..	Soc'y. ....	1,015
2308	Ashland, Mich. ....	Danish High School .....	.....	.....	Sch. ....	500
2309	Atkins, Mich. ....	Clyde Township Library .....	1850	Free..	Gen. ....	600
2310	Atlas, Mich. ....	Ladies' Library .....	1868	Sub. ....	Soc'l. ....	720
2311	Baldwin, Mich. ....	Pleasant Plains Township Library	1877	Free..	Gen. ....	404
2312	Bangor, Mich. ....	Arlington Township Library .....	.....	Free..	Gen. ....	417
2313	Barren Lake, Mich. ....	Howard Township Library .....	.....	Free..	Gen. ....	500
2314	Bartlett, Mich. ....	Grant Township Library .....	1870	Free..	Gen. ....	450
2315	Battle Creek, Mich. ....	Battle Creek College .....	1874	Free..	Col. ....	1,000
2316	Battle Creek, Mich. ....	Public School Library .....	1870	Free..	Sch. ....	7,000
2317	Bay City, Mich. ....	Portsmouth Township Library .....	.....	.....	Gen. ....	400
2318	Bay City, Mich. ....	Public Library .....	1870	Free..	Gen. ....	10,000
2319	Beacon, Mich. ....	Champion Township Library .....	1885	Free..	Gen. ....	638
2320	Bear Lake, Mich. ....	Bear Lake Township Library .....	1884	Free..	Gen. ....	432
2321	Bear Lake, Mich. ....	Pleasanton Township Library .....	1873	Free..	Gen. ....	293
2322	Bell Branch, Mich. ....	School District No. 4 of Redford Township.	.....	Free..	Sch. ....	500
2323	Belleville, Mich. ....	School District Library No. 2 of Snampter Township.	.....	Free..	Sch. ....	357
2324	Belleville, Mich. ....	School District Library No. 4 of Van Buren Township.	1884	Free..	Sch. ....	300
2325	Bellefonte, Mich. ....	Van Buren Township Library .....	1885	.....	Gen. ....	637
2326	Bellevue, Mich. ....	Bellevue Township Library* .....	1846	Free..	Gen. ....	1,536
2327	Big Rapids, Mich. ....	Public School Library .....	1881	Free..	Sch. ....	1,665
2328	Blumfield, Mich. ....	Blumfield Township Library* .....	1858	Free..	Gen. ....	667
2329	Bowen's Mills, Mich. ....	Yankee Springs Township Library	1856	Free..	Gen. ....	400
2330	Brampton, Mich. ....	Baldwin Township Library .....	1878	Free..	Gen. ....	329
2331	Bridgeport, Mich. ....	Bridgeport Township Library .....	1866	Free..	Gen. ....	600
2332	Brighton, Mich. ....	Brighton Township Library .....	.....	Free..	Gen. ....	500
2333	Brighton, Mich. ....	Genoa Township Library .....	1839	Free..	Gen. ....	501
2334	Buchanan, Mich. ....	Buchanan Township Library .....	.....	.....	Gen. ....	1,000
2335	Burnside, Mich. ....	Township Library .....	1858	Free..	Gen. ....	500
2336	Calumet, Mich. ....	Calumet Township Library .....	1867	Free..	Gen. ....	850
2337	Capac, Mich. ....	Mussey Library .....	1860	Free..	Gen. ....	400

\* From a return for 1884.

a Date of reorganization.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of Library.	When founded.	Free or subscription.	Class.	Number of volumes.
2338	Cascade, Mich.....	Town Library.....	1871	Free..	Gen.....	300
2339	Casco, Mich.....	Casco Township Library.....	1872	Free..	Gen.....	709
2340	Cassopolis, Mich.....	Reading Room and Library Association.	1871	Sub...	Soc'l.....	840
2341	Cassopolis, Mich.....	Volinia Township Library.....	.....	Free..	Gen.....	555
2342	Cedar River, Mich.....	Cedarville Township Library.....	1873	Free..	Gen.....	355
2343	Charlevoix, Mich.....	Charlevoix Township Library.....	1872	Free..	Gen.....	450
2344	Charlotte, Mich.....	Charlotte Library.....	1870	Sub...	Soc'l.....	1,209
2345	Charlotte, Mich.....	Eaton Township Library.....	1882	Free..	Gen.....	307
2346	Chester, Mich.....	Chester Township Library.....	1874	Free..	Gen.....	400
2347	Coldwater, Mich.....	Free Public Library.....	1881	Free..	Gen.....	5,946
2348	Coldwater, Mich.....	State Public School.....	1874	Free..	A. & R.....	1,750
2349	Coloma, Mich.....	Hager Township Library.....	.....	Free..	Gen.....	300
2350	Constantine, Mich.....	School Library.....	1870	Free..	Sch.....	587
2351	Copper Harbor, Mich.....	Copper Harbor Township Library.....	1860	Free..	Gen.....	450
2352	Coral, Mich.....	Maple Valley Township Library.....	.....	Free..	Gen.....	350
2353	Dearborn, Mich.....	District Library No. 1.....	1866	Free..	Sch.....	358
2354	Dearborn, Mich.....	District Library No. 7.....	1859	Free..	Sch.....	885
2355	Dearborn, Mich.....	School District Library No. 5 of Dearborn and Taylor Township.	.....	Free..	Sch.....	466
2356	Decatur, Mich.....	Hamilton Township Library.....	.....	Free..	Gen.....	430
2357	Denver, Mich.....	Denver Township Library.....	1870	Free..	Gen.....	500
2358	Detroit, Mich.....	Bar Library.....	1853	Sub...	Law.....	5,750
2359	Detroit, Mich.....	Detroit College Students' Library.....	.....	.....	Col.....	4,850
2360	Detroit, Mich.....	Detroit Medical and Library Association.	1876	Sub...	Med.....	650
2361	Detroit, Mich.....	Detroit Scientific Association.....	1874	Free..	Sci.....	750
2362	Detroit, Mich.....	German-American Seminary*.....	.....	.....	Sch.....	300
2363	Detroit, Mich.(Conner's Creek road).	Grosse Point Township Library.....	1876	.....	Gen.....	1,011
2364	Detroit, Mich.....	Hamtrank Township Library.....	.....	Free..	Gen.....	1,952
2365	Detroit, Mich.....	High School Reference Library.....	1884	Free..	Sch.....	712
2366	Detroit, Mich.....	House of Correction*.....	1861	Free..	A. & R.....	1,200
2367	Detroit, Mich.....	Public Library.....	1865	Free..	Gen.....	59,653
2368	Detroit, Mich.....	St. Joseph's School.....	.....	.....	Sch.....	1,000
2369	Detroit, Mich.....	Social Turnverein.....	1857	Free..	Soc'l.....	300
2370	Detroit, Mich.....	Springwells School District Library No. 1.	.....	Free..	Sch.....	1,180
2371	Detroit, Mich.....	Springwells School District Library No. 4.	.....	Free..	Sch.....	373
2372	Detroit Junction, Mich.	Young Men's Christian Association, Railroad Department.	1876	Free..	Y. M. C. A.....	764
2373	Dexter, Mich.....	Scio Township Library.....	1881	Free..	Gen.....	466
2374	Dowagiac, Mich.....	Ladies' Library Association.....	1872	Sub...	Soc'l.....	900
2375	Dowagiac, Mich.....	Union School Library.....	1866	Free..	Sch.....	600
2376	Eagle Harbor, Mich.....	Eagle Harbor Township Library.....	.....	Free..	Gen.....	600
2377	East Saginaw, Mich.....	Public Library.....	1861	Free..	Gen.....	6,531
2378	East Saginaw, Mich.....	St. Mary's Academy.....	.....	.....	Sch.....	314
2379	Eaton Rapids, Mich.....	Public Library.....	1882	Free..	Gen.....	1,104
2380	Elk Rapids, Mich.....	Elk Rapids Township Library.....	.....	Free..	Gen.....	560
2381	Ensley Center, Mich.....	Ensley Township Library.....	1858	Free..	Gen.....	446
2382	Escanaba, Mich.....	High School Library.....	1882	Free..	Sch.....	800
2383	Essexville, Mich.....	Hampton Library.....	1851	Free..	Gen.....	450
2384	Evart, Mich.....	Evart Township Library.....	.....	Free..	Gen.....	450
2385	Evart, Mich.....	Osceola Township School Library.....	.....	Free..	Gen.....	400
2386	Evart, Mich.....	Union School Library.....	1883	Free..	Sch.....	500
2387	Farmington, Mich.....	Farmington Township Library.....	1881	Free..	Gen.....	570
2388	Fenton, Mich.....	Ladies' Library.....	1869	Sub...	Soc'l.....	1,000
2389	Fenton, Mich.....	School District Library No. 1.....	.....	Free..	Sch.....	620
2390	Fife Lake, Mich.....	Fife Lake Township Library.....	.....	Free..	Gen.....	400
2391	Flint, Mich.....	Michigan Institution for the Deaf and Dumb.	1870	Free..	Sch.....	2,005
2392	Flint, Mich.....	Public Library.....	1885	Free..	Gen.....	5,050
2393	Flushing, Mich.....	Ladies' Library Association.....	1873	Sub...	Soc'l.....	1,265
2394	Fort Gratiot, Mich.....	Chicago and Grand Trunk Railroad Library.	1885	Sub...	Soc'l.....	650
2395	Fort Gratiot, Mich.....	School Library.....	.....	.....	Sch.....	300
2396	Fort Wayne, Mich. (P. O. Detroit).	Post Library.....	.....	Free..	Gar.....	1,375
2397	Frankenmuth, Mich.....	Frankenmuth Township Library.....	1856	Free..	Gen.....	703
2398	Frankfort, Mich.....	Crystal Lake Township Library.....	1870	Free..	Gen.....	450

\* From a return of 1884.

a Date of reorganization.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2399	Frankfort, Mich.....	Library of Frankfort Literary Association.	1871	Sub...	Soc'l.....	213
2400	Fredonia, Mich.....	Freedom Library.....		Free...	Gen.....	408
2401	Fruitport, Mich.....	Fruitport Township Library.....		Free...	Gen.....	329
2402	Girard, Mich.....	Girard Township Library.....	1879	Free...	Gen.....	574
2403	Grand Blanc, Mich.....	Ladies' Library Association.....	1869	Sub...	Soc'l.....	1,010
2404	Grand Haven, Mich.....	Public School Library.....		Free...	Sch.....	1,600
2405	Grand Ledge, Mich.....	Ladies' Circulating Library.....	1876	Sub...	Soc'l.....	300
2406	Grand Rapids, Mich.....	Grand Chapter R. A. M.....	1876	Free...	Masonic..	450
2407	Grand Rapids, Mich.....	Grand Commandery Knights Templar.	1876	Free...	Masonic..	450
2408	Grand Rapids, Mich.....	Grand Lodge F. and A. M.....	1876	Free...	Masonic..	450
2409	Grand Rapids, Mich.....	Grand Rapids Township Library.....	1880	Free...	Gen.....	423
2410	Grand Rapids, Mich.....	Paris Township Library.....		Free...	Gen.....	687
2411	Grand Rapids, Mich.....	Public School Library.....	1872	Free...	Gen.....	17,000
2412	Grand Rapids, Mich.....	Young Men's Christian Association.	1880	Free...	Y. M. C. A.	500
2413	Grattan, Mich.....	Grattan Township Library.....		Free...	Gen.....	400
2414	Greenfield, Mich.....	School District Library No. 10 of Greenfield Township.	1874	Free...	Sch.....	361
2415	Greenfield, Mich.....	School District Library No. 11 of Greenfield Township.		Free...	Sch.....	305
2416	Greenville, Mich.....	Public School Library.....		Free...	Sch.....	450
2417	Hadley, Mich.....	Ladies' Library Association.....	1874	Sub...	Soc'l.....	367
2418	Hadley, Mich.....	School Library.....	1879	Free...	Sch.....	525
2419	Hamilton, Mich.....	Hamilton Township Library.....		Free...	Gen.....	417
2420	Hancock, Mich.....	Quincy Township Library.....	1870	Free...	Gen.....	716
2421	Hancock, Mich.....	School District Library No. 1.....	1872	Free...	Sch.....	677
2422	Hand Station, Mich.....	District Library.....	1850	Sub...	Sch.....	400
2423	Harrisville, Mich.....	Harrisville Township Library.....	1870	Free...	Gen.....	300
2424	Hart, Mich.....	Hart Township Library.....	1878	Free...	Gen.....	450
2425	Harvey, Mich.....	Chocotay Township Library.....	1863	Free...	Gen.....	400
2426	Hastings, Mich.....	Union School Library <sup>b</sup> .....	1882	Free...	Sch.....	957
2427	Hickory Corners, Mich.....	Barry Township Library.....	1854	Free...	Gen.....	500
2428	Hillsdale, Mich.....	Hillsdale College.....	1855	Free...	Col.....	8,000
2429	Hillsdale, Mich.....	Ladies' Library Association.....	1879	Sub...	Soc'l.....	1,469
2430	Holland, Mich.....	City Library.....	1878	Free...	Gen.....	750
2431	Holland, Mich.....	Holland Township Library.....	1856	Free...	Gen.....	745
2432	Holland, Mich.....	Hope College, Van Vleck Hall Library.	1855	Free...	Col.....	20,000
2433	Holly, Mich.....	Ladies' Library Association.....	1877	Sub...	Soc'l.....	854
2434	Houghton, Mich.....	Houghton County Historical Society and Mining Institute.	1866	Free...	Hist'l.....	500
2435	Houghton, Mich. (High School building).	Portage Township Library, School District No. 1.	1833	Free...	Gen.....	1,000
2436	Howell, Mich.....	Ladies' Library.....	1876	Sub...	Soc'l.....	670
2437	Hudson, Mich.....	School Library.....		Free...	Sch.....	600
2438	Ida, Mich.....	Township Library.....		Free...	Gen.....	400
2439	Ionia, Mich.....	Ladies' Library Association.....	1875	Sub...	Soc'l.....	1,500
2440	Ionia, Mich.....	Public School Library.....		Free...	Sch.....	500
2441	Ionia, Mich.....	State House of Correction and Reformatory.	1877	Free...	A. & R.....	2,286
2442	Iron Mountain, Mich.....	Breitung Township Library.....	1831	Free...	Gen.....	1,537
2443	Ishpeming, Mich.....	City Library.....	1875	Sub...	Gen.....	2,873
2444	Ithaca, Mich.....	School Library.....	1830	Free...	Sch.....	300
2445	Jackson, Mich.....	Jackson School District No. 1.....		Free...	Sch.....	700
2446	Jackson, Mich.....	Public Library.....	1835	Free...	Gen.....	5,338
2447	Jackson, Mich.....	State Prison.....	1840	Free...	A. & R.....	2,500
2448	Jonesville, Mich.....	Ladies' Library.....	1874	Sub...	Soc'l.....	1,833
2449	Kalamazoo, Mich.....	Kalamazoo Asylum.....	1862	Free...	A. & R.....	1,306
2450	Kalamazoo, Mich.....	Kalamazoo College.....	1835	Free...	Col.....	3,419
2451	Kalamazoo, Mich.....	Philolexian Lyceum.....	1855	Free...	Soc'y.....	690
2452	Kalamazoo, Mich.....	Sherwood Rhetorical Society.....	1852	Free...	Soc'y.....	400
2453	Kalamazoo, Mich.....	Kalamazoo County Law Library.....	1869	Free...	Law.....	2,000
2454	Kalamazoo, Mich.....	Ladies' Library Association.....	1852	Sub...	Soc'l.....	3,290
2455	Kalamazoo, Mich.....	Michigan Female Seminary.....			Sch.....	1,200
2456	Kalamazoo, Mich.....	Public Library <sup>c</sup> .....	1843	Free...	Gen.....	11,419
2457	Kaw-kawlin, Mich.....	Kaw-kawlin Township Public Library.	1877		Gen.....	408
2458	Keystone, Mich.....	Garfield Township Library.....	1884	Free...	Gen.....	368

<sup>a</sup> Date of reorganization.<sup>b</sup> Called also Hastings City Library.<sup>c</sup> Also called School District Library.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2459	Lacota, Mich.....	Geneva Township Library.....	1854	Free..	Gen .....	433
2460	Lake Linden, Mich.....	Township Library.....		Free..	Gen .....	476
2461	Lambertville, Mich.....	Bedford Township Library.....		Free..	Gen .....	427
2462	Lansing, Mich.....	Michigan School for the Blind.....			Sch .....	975
2463	Lansing, Mich.....	Public School Library.....	1882	Free..	Sch .....	4,451
2464	Lansing, Mich.....	State Board of Health.....	1873	Free..	San. Sci.....	5,516
2465	Lansing, Mich.....	State Library.....	1828	Free..	State .....	46,000
2466	Lansing, Mich.....	State Reform School.....	1856	Free..	A. & R.....	3,009
2467	Lapeer, Mich.....	High School Library.....	1869	Free..	Sch .....	509
2468	Lapeer, Mich.....	Ladies' Library.....			Soc'l.....	1,009
2469	Lawrence, Mich.....	Lawrence Township Library.....	1879	Free..	Gen .....	470
2470	Leslie, Mich.....	District School Library No. 1 of Leslie Township.....		Free..	Sch .....	320
2471	Leslie, Mich.....	Leslie Lyceum.....	1881	Free..	Soc'l.....	450
2472	Liberty, Mich.....	Liberty Township Library.....		Free..	Gen .....	690
2473	Lima, Mich.....	Lima Township Library.....		Free..	Gen .....	360
2474	Long Lake, Mich.....	Long Lake Township Library.....		Free..	Gen .....	325
2475	Lowell, Mich.....	School Library, District No. 1.....	1875	Free..	Sch .....	1,254
2476	Ludington, Mich.....	Père Marquette Township Library.....	1875	Free..	Gen .....	430
2477	Ludington, Mich.....	Public School Library.....		Free..	Sch .....	2,000
2478	Ludington, Mich.....	Riverton Township Library.....	1871	Free..	Gen .....	379
2479	Luther, Mich.....	Ellsworth Township Library.....		Free..	Gen .....	375
2480	Manchester, Mich.....	Freedom Township Library.....		Free..	Gen .....	414
2481	Manchester, Mich.....	Manchester Township Library.....		Free..	Gen .....	600
2482	Marquette, Mich.....	City Library.....	1872	Free..	Gen .....	1,500
2483	Marquette, Mich.....	Peter White Library.....	1872	Free..	Gen .....	1,500
2484	Marshall, Mich.....	Ladies' Library Association.....	1869	Sub..	Soc'l.....	2,400
2485	Marshall, Mich.....	School Library.....		Free..	Sch .....	325
2486	Martinsville, Mich.....	School District Library No. 1 of Sumpter Township.....	1859	Free..	Sch .....	539
2487	Mason, Mich.....	Union School Library.....		Free..	Sch .....	525
2488	Mason, Mich.....	Yevay Township Library.....		Free..	Gen .....	446
2489	Michigamme, Mich.....	Michigamme Township Library.....	1879	Free..	Gen .....	477
2490	Midland, Mich.....	Public (or Union) School District No. 3 of Midland Township.....	1857	Free..	Sch .....	785
2491	Milford, Mich.....	W. and M. Crawford's Circulating Library.....	1885	Sub..	Soc'l.....	425
2492	Monroe, Mich.....	City Library.....	1837	Free..	Gen .....	2,000
2493	Monroe, Mich.....	Frenchtown Township Library.....	1851	Free..	Gen .....	350
2494	Monroe, Mich.....	Monroe Township Library.....	1849	Free..	Gen .....	500
2495	Monroe, Mich.....	Raisinville Township Library.....		Free..	Gen .....	300
2496	Monroe, Mich.....	St. Mary's Academy.....			Sch .....	1,300
2497	Montague, Mich.....	Montague Township Library.....	1879	Free..	Gen .....	530
2498	Morenci, Mich.....	School Library.....	1879	Free..	Sch .....	650
2499	Mount Clemens, Mich.....	Clinton School District Library No. 1.....		Free..	Sch .....	816
2500	Mount Clemens, Mich.....	Harrison Township Library.....		Free..	Gen .....	400
2501	Mount Pleasant, Mich.....	Union Township Library.....		Free..	Gen .....	314
2502	Muskegon, Mich.....	Public School Library.....	1876	Free..	Gen .....	4,007
2503	National Mine, Mich.....	Tilden Township Library.....		Free..	Gen .....	350
2504	Negaunee, Mich.....	Public Library.....	1860		Gen .....	1,853
2505	Niles, Mich.....	Niles Township Library.....		Free..	Gen .....	500
2506	Niles, Mich.....	Public School Library.....	1880	Free..	Sch .....	1,300
2507	Northville, Mich.....	Plymouth School District Library No. 2.....		Free..	Sch .....	859
2508	Northville, Mich.....	Union School Library.....		Free..	Sch .....	600
2509	Ogden, Mich.....	Ogden Township Library.....		Free..	Gen .....	1,192
2510	Olivet, Mich.....	Olivet College.....	1844	Free..	Col .....	12,829
2511	Olivet, Mich.....	Phi Alpha Pi Society.....		Free..	Soc'y.....	710
2512	Olivet, Mich.....	Walton Township Library.....	1880	Free..	Gen .....	400
2513	Ontonagon, Mich.....	District Library of School District No. 1, of Ontonagon Township.....		Free..	Sch .....	1,200
2514	Orchard Lake, Mich.....	Michigan Military Academy.....	1877		Sch .....	670
2515	Oscoda, Mich.....	School District Library No. 1 of Oscoda Township.....			Sch .....	450
2516	Oscoda, Mich.....	Wood's Reading Room.....	1883	Free..	Soc'l.....	715
2517	Otsego, Mich.....	Ladies' Library.....	1871	Sub..	Soc'l.....	325
2518	Otsego, Mich.....	Township Library.....	1850	Free..	Gen .....	466
2519	Otsego, Mich.....	Union School Library.....	1870	Free..	Sch .....	400
2520	Otsego Lake, Mich.....	Otsego Lake Township Library.....	1876	Free..	Gen .....	578
2521	Owasso, Mich.....	Ladies' Library and Literary As- sociation.....	1865	Sub..	Soc'l.....	1,500

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2522	Owasso, Mich .....	Public School Library .....	.....	Free	Sch .....	390
2523	Palmyra, Mich .....	Palmyra Township Library .....	.....	Free	Gen .....	556
2524	Parma, Mich .....	Union School Library .....	1866	Free	Sch .....	400
2525	Penn, Mich .....	Township Library .....	.....	Free	Gen .....	350
2526	Pent Water, Mich .....	Pent Water Township Library .....	.....	Free	Gen .....	1,000
2527	Perrinsville, Mich .....	District School Library No. 2 of Nankin Township .....	1867	Free	Sch .....	500
2528	Petoskey, Mich .....	Bear Creek Township Library .....	1881	Free	Gen .....	400
2529	Petoskey, Mich .....	Ladies' Library Association .....	1883	Sub.	Soc'l .....	335
2530	Phœnix, Mich .....	Clifton Township Library .....	.....	Free	Gen .....	350
2531	Phœnix, Mich .....	Phœnix Academy* .....	1876	Free	Sch .....	451
2532	Phœnix, Mich .....	Phœnix Library .....	.....	Free	Gen .....	1,002
2533	Plainwell, Mich .....	Ladies' Library Association .....	1868	Sub.	Soc'l .....	1,205
2534	Plymouth, Mich .....	Union School Library (District No. 1) .....	1840	Free	Sch .....	1,100
2535	Pontiac, Mich .....	Eastern Michigan Asylum for the Insane .....	1878	Free	A. & R .....	1,400
2536	Pontiac, Mich .....	Ladies' Library Association .....	1882	Sub.	Soc'l .....	925
2537	Pontiac, Mich .....	Pontiac School District Library .....	1873	Free	Sch .....	1,087
2538	Portage, Mich .....	Portage Township Library .....	1882	Sub.	Gen .....	500
2539	Port Austin, Mich .....	School Library District No. 1 .....	1878	Free	Sch .....	300
2540	Port Hope, Mich .....	Rubicon Township Library .....	.....	Free	Gen .....	400
2541	Port Huron, Mich .....	Ladies' Library Association .....	1866	Sub.	Soc'l .....	3,000
2542	Port Huron, Mich .....	Public School Library .....	1868	Free	Sch .....	1,275
2543	Portsmouth, Mich .....	Plymouth Township Library .....	1876	Free	Gen .....	400
2544	Ravenna, Mich .....	Ravenna Township Library .....	1883	Free	Gen .....	328
2545	Redford, Mich .....	School Library District No. 10 .....	.....	Free	Sch .....	354
2546	Reed City, Mich .....	Richmond Township Library .....	1876	Free	Gen .....	300
2547	Republic, Mich .....	Republic Library .....	.....	Free	Gen .....	588
2548	Ridgeway, Mich .....	Ridgeway Township Library .....	1845	Free	Gen .....	2,023
2549	Riga, Mich .....	Riga Township Library .....	1847	Free	Gen .....	1,250
2550	Rockland, Mich .....	Rockland District Library .....	1875	Free	Gen .....	800
2551	Romeo, Mich .....	Public School Library .....	1868	Free	Sch .....	300
2552	Romeo, Mich .....	Romeo Fire Company Library .....	.....	Free	Soc'l .....	400
2553	Roseville, Mich .....	Erin Township Library .....	1880	Free	Gen .....	379
2554	Rothbury, Mich .....	Grant Township Library .....	1880	Free	Gen .....	311
2555	Royal Oak, Mich .....	Royal Oak Township Library .....	.....	Free	Gen .....	756
2556	Saginaw, Mich .....	Public and Union School Library .....	1853	Free	Gen .....	4,000
2557	Saginaw, Mich .....	Thomastown Township Library .....	.....	Free	Gen .....	445
2558	St. Clair, Mich .....	St. Clair Township Library .....	1853	Free	Gen .....	400
2559	St. Clair, Mich .....	Somerville School Library .....	1881	Free	Sch .....	400
2560	St. Ignace (Gros Cap.), Mich .....	Moran Township Library .....	1870	Free	Gen .....	346
2561	St. Ignace, Mich .....	St. Ignace Township Library .....	.....	Free	Gen .....	301
2562	St. John's, Mich .....	Ladies' Library Association .....	1871	Sub.	Soc'l .....	1,764
2563	St. Joseph, Mich .....	St. Joseph Township Library .....	.....	Free	Gen .....	520
2564	Saline, Mich .....	Union School Library .....	1875	Free	Sch .....	300
2565	Salzburg, Mich .....	School District No. 1 of Franken-lust Township .....	1864	Free	Sch .....	791
2566	Samaria, Mich .....	Bedford Township Library .....	.....	Free	Gen .....	428
2567	Sand Beach, Mich .....	Sand Beach Township Library .....	.....	Free	Gen .....	308
2568	Sault de Ste. Marie, Mich. (Fort Brady) .....	Post Library .....	.....	Free	Gar .....	651
2569	Sebewaing, Mich .....	Sebewaing Township Library .....	1858	Free	Gen .....	453
2570	Seneca, Mich .....	School District Library No. 6 .....	.....	Free	Sch .....	500
2571	Siddons, Mich .....	Grant Township Library .....	1871	Free	Gen .....	500
2572	South Haven, Mich .....	Literary and Library Association .....	1878	.....	Soc'l .....	325
2573	South Haven, Mich .....	South Haven Township Library .....	.....	Free	Gen .....	690
2574	Spalding, Mich .....	Spalding Township Library .....	1876	Free	Gen .....	711
2575	Spring Arbor, Mich .....	Spring Arbor Seminary .....	1853	Free	Sch .....	400
2576	Spring Lake, Mich .....	Spring Lake Township Library .....	1862	Free	Gen .....	800
2577	Springville, Mich .....	Cambridge Township Library .....	.....	Free	Gen .....	480
2578	Sturgis, Mich .....	Sturgis Township Public Library .....	1883	Free	Gen .....	3,000
2579	Taylor Center, Mich .....	School District Library .....	1861	Free	Sch .....	280
2580	Tecumseh, Mich .....	Library Association .....	1883	Sub.	Gen .....	750
2581	Tecumseh, Mich .....	Union School Library .....	.....	Free	Sch .....	720
2582	Tekonsha, Mich .....	Tekonsha Township Library .....	.....	Free	Gen .....	328
2583	Temperance, Mich .....	Bedford Township Library .....	.....	Free	Gen .....	447
2584	Thomastown, Mich .....	Thomastown Library .....	1856	Free	Gen .....	484
2585	Three Oaks, Mich .....	Three Oaks Township Library .....	1856	Free	Gen .....	425
2586	Three Rivers, Mich .....	Lockport Township Library .....	.....	Free	Gen .....	1,000
2587	Three Rivers, Mich .....	Union School Library .....	1875	Free	Sch .....	400

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2588	Traverse City, Mich....	Ladies' Library Association .....	1869	Free..	Soc'l.....	1,150
2589	Traverse City, Mich....	Traverse Township Library.....	.....	Free..	Gen .....	400
2590	Union City, Mich.....	Union Township Library.....	1878	Free..	Gen .....	580
2591	Utica, Mich .....	Shelby District No. 1 .....	.....	Free..	Sch .....	878
2592	Utica, Mich .....	Sterling Township Library.....	1878	Free..	Gen .....	317
2593	Utica, Mich .....	Union School Library .....	1860	Free..	Sch .....	550
2594	Vandalia, Mich.....	School District Library No. 4 .....	1856	Free..	Sch .....	417
2595	Vanderbilt, Mich.....	Corinth Township Library .....	1875	Free..	Gen .....	368
2596	Vassar, Mich .....	Union School Library .....	1880	Free..	Sch .....	307
2597	Vassar, Mich .....	Village Library .....	1880	Sub..	Gen .....	300
2598	Vicksburgh, Mich .....	Ladies' Library Association .....	1879	Sub..	Soc'l.....	367
2599	Vicksburgh, Mich .....	Schoolcraft Township Library....	.....	Free..	Gen .....	359
2600	Victor, Mich. (Lansing- burg P. O.)	Victor Township Library .....	1850	Free..	Gen .....	400
2601	Wayne, Mich .....	Public School Library .....	.....	Free..	Sch .....	303
2602	West Bay City, Mich .....	Fifth Ward Public Library .....	.....	.....	Sch .....	300
2603	West Bay City, Mich .....	First Ward School Library .....	1876	Free..	Sch .....	1,000
2604	West Bay City, Mich .....	Monitor Township Library .....	1885	Free..	Gen .....	359
2605	West Bay City, Mich .....	Sage Public Library .....	1884	Free..	Gen .....	12,000
2606	West Bay City, Mich .....	School District Library No. 2 .....	.....	Free..	Sch .....	1,450
2607	Weston, Mich.....	Fairfield Township Library .....	.....	Free..	Gen .....	2,000
2608	West Sumpter, Mich .....	School District Library No. 3 of Sumpter Township.	.....	.....	Sch .....	440
2609	Whitehall, Mich .....	Whitehall Township Library .....	1885	Free..	Gen .....	405
2610	White Pigeon, Mich .....	High School Library .....	1880	.....	Sch .....	350
2611	White Pigeon, Mich .....	White Pigeon Township Library ..	1860	Free..	Gen .....	537
2612	Wisner, Mich .....	Wisner Township Library .....	1870	Free..	Gen .....	350
2613	Wyandotte, Mich .....	Public Library .....	1866	Free..	Gen .....	1,000
2614	Wyandotte, Mich .....	School District Library No. 2 of Taylor Township.	.....	Free..	Sch .....	350
2615	York, Mich .....	School Library No. 7 of York .....	.....	Free..	Sch .....	300
2616	Ypsilanti, Mich .....	Ladies' Library Association .....	1878	Sub..	Soc'l.....	3,000
2617	Ypsilanti, Mich .....	Public School Library .....	1878	Free..	Sch .....	907
2618	Ypsilanti, Mich .....	State Normal School .....	1853	Free..	Sch .....	7,484
2619	Zilwaukee, Mich.....	Zilwaukee Township Library .....	1871	Free..	Gen .....	1,048
2620	Albert Lea, Minn.....	Free City Library .....	1880	Free..	Gen .....	423
2621	Alexandria, Minn.....	Public Library .....	1881	Free..	Gen .....	1,025
2622	Austin, Minn.....	Austin Circulating Library (in charge of Floral Club).	1869	Sub..	Soc'l.....	1,200
2623	Blue Earth City, Minn....	Blue Earth City Library .....	1870	.....	Gen .....	450
2624	Brainerd, Minn.....	Northern Pacific Library Asso- ciation.	1885	Sub..	Soc'l.....	500
2625	Chatfield, Minn.....	Library Association (in charge of Young Men's Christian Asso- ciation).	.....	Free..	Gen .....	340
2626	Collegeville, Minn.....	St. John's University * .....	1870	.....	Col .....	7,000
2627	Currie, Minn.....	Currie Catholic Library .....	1885	Sub..	Soc'l.....	735
2628	Duluth, Minn.....	High School Library .....	1883	Free..	Sch .....	509
2629	Duluth, Minn.....	Kitchi Gammi Club .....	1885	Free..	Soc'l.....	550
2630	Duluth, Minn.....	Ladies' Library Association .....	1883	Sub..	Soc'l.....	700
2631	Fairmont, Minn.....	Public Library .....	1880	Free..	Gen .....	800
2632	Faribault, Minn.....	High School Library .....	1885	Free..	Sch .....	362
2633	Faribault, Minn.....	Library Association .....	1875	Free..	Gen .....	3,000
2634	Faribault, Minn.....	Minnesota School for the Deaf....	1866	Free..	Sch .....	1,200
2635	Faribault, Minn.....	St. Mary's Hall * .....	.....	Free..	Sch .....	1,025
2636	Faribault, Minn.....	St. Rose Library .....	1862	Free..	.....	300
2637	Faribault, Minn.....	Seabury Divinity School.....	1860	Free..	The'l.....	6,000
2638	Faribault, Minn.....	Shattuck School .....	1867	.....	Sch .....	1,000
2639	Fort Snelling, Minn.....	Medical Directors' Library of Headquarters, Department of Dakota.	.....	Free..	Med .....	650
2640	Granite Falls, Minn.....	Granite Falls Library .....	1878	Sub..	Gen .....	410
2641	Hamline, Minn.....	Hamline University .....	1879	Free..	Col .....	3,500
2642	Hastings, Minn.....	Hastings Library .....	1872	Sub..	Gen .....	2,500
2643	Lake City, Minn.....	Public School Library .....	1870	Free..	Sch .....	600
2644	Lanesboro', Minn.....	Library Association .....	1872	Sub..	Gen .....	370
2645	Mankato, Minn.....	High School Library .....	1878	Free..	Sch .....	600
2646	Mankato, Minn.....	State Normal School.....	1880	Free..	Sch .....	1,500
2647	Marshall, Minn.....	Free Public Library .....	.....	Free..	Gen .....	496
2648	Minneapolis, Minn.....	Athenaeum Library .....	1859	Free..	Gen .....	14,000

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2649	Minneapolis, Minn.....	Augsburg Seminary (Idun Library).	1876	Free..	The'l.....	1,000
2650	Minneapolis, Minn.....	Bar Association Library.....	1883	Both..	Law.....	6,100
2651	Minneapolis, Minn.....	Bennet Seminary.....			Sch.....	300
2652	Minneapolis, Minn.....	Judson Female Institute.....			Sch.....	600
2653	Minneapolis, Minn.....	Minnesota Hospital College.....			Med.....	500
2654	Minneapolis, Minn.....	Public School Library.....	1878	Free..	Sch.....	8,300
2655	Minneapolis, Minn.....	University of Minnesota, General Library.	1869	Free..	Col.....	20,000
2656	Minneapolis, Minn.....	Young Men's Christian Association.	1885	Free..	Y. M. C. A.	300
2657	New Ulm, Minn.....	Turnverein Library.....	1858	Free..	Soc'l.....	1,064
2658	Northfield, Minn.....	Carleton College.....	1867	Free..	Col.....	7,100
2659	Northfield, Minn.....	Alpha Beta Phi Society Library.		Free..	Soc'y.....	300
2660	Northfield, Minn.....	Observatory Library.....	1884		Sci.....	1,350
2661	Northfield, Minn.....	Philomathean Society Library.		Free..	Soc'y.....	300
2662	Owatonna, Minn.....	High School Library.....	1883	Free..	Sch.....	300
2663	Owatonna, Minn.....	Literary Association*.....		Free..	Soc'l.....	500
2664	Owatonna, Minn.....	Minnesota Academy.....	1877	Free..	Sch.....	1,200
2665	Pipe Stone, Minn.....	Star Circulating Library.....	1880	Sub..	Soc'l.....	300
2666	Red Wing, Minn.....	High School Library.....	1880	Free..	Sch.....	300
2667	Red Wing, Minn.....	Minnesota State Board of Health.	1873	Free..	San. sci.	3,000
2668	Red Wing, Minn.....	Norwegian Evangelical Lutheran Seminary and College.			Sch.....	300
2669	Redwood Falls, Minn.....	Public Library.....	1884	Sub..	Gen.....	700
2670	Rochester, Minn.....	German Library.....	1874	Sub..	Soc'l.....	1,200
2671	Rochester, Minn.....	Library and Free Reading Room.	1866	Sub..	Gen.....	2,600
2672	Rochester, Minn.....	Olmstead County Teachers' Library.	1883	Free..	Special...	563
2673	Rochester, Minn.....	Second Minnesota Hospital for Insane, Patients' Library.	1879	Free..	A. and R..	600
2674	Rushford, Minn.....	Rushford Library.....	1875	Sub..	Gen.....	490
2675	St. Cloud, Minn.....	City Library.....	1883	Free..	Gen.....	1,600
2676	St. Cloud, Minn.....	State Normal School.....	1860	Free..	Sch.....	4,000
2677	St. Paul, Minn.....	Academy of Natural Sciences.....		Free..	Sci.....	2300
2678	St. Paul, Minn.....	Chamber of Commerce.....	1880	Free..	Mer.....	389
2679	St. Paul, Minn.....	Fire Department's Library.....	1882	Free..	Soc'l.....	683
2680	St. Paul, Minn.....	High School Library.....			Sch.....	666
2681	St. Paul, Minn.....	Macalester College Library.....	1885	Free..	Col.....	1,100
2682	St. Paul, Minn.....	Minnesota Historical Society.....	1849	Free..	Hist'l.....	12,338
2683	St. Paul, Minn.....	Public Library.....	1882	Free..	Gen.....	11,500
2684	St. Paul, Minn.....	State Library.....	1849	Free..	State.....	14,142
2685	St. Paul, Minn.....	State Reform School.....	1870	Free..	A. and R..	1,200
2686	St. Paul, Minn.....	Training School Library.....			Sch.....	799
2687	St. Paul, Minn.....	Young Men's Christian Association.	1856	Free..	Y. M. C. A.	1,300
2688	St. Peter, Minn.....	First Minnesota Hospital for Insane.	1868	Free..	A. and R..	500
2689	St. Peter, Minn.....	Gustavus Adolphus College.....	1876		Col.....	2,000
2690	St. Peter, Minn.....	Library Association.....	1869	Sub..	Gen.....	800
2691	Sauk Center, Minn.....	Bryant Library.....	1880	Free..	Gen.....	900
2692	Sleepy Eye, Minn.....	Library Association.....	1880	Sub..	Gen.....	400
2693	Spring Valley, Minn.....	Library Association (under care of Y. M. C. A.).	1870	Sub..	Gen.....	500
2694	Stillwater, Minn.....	High School Library.....	1884	Sub..	Sch.....	475
2695	Stillwater, Minn.....	State Prison.....	1867	Free..	A. and R..	922
2696	Stillwater, Minn.....	Stillwater Library.....	1869	Sub..	Gen.....	2,600
2697	Stillwater, Minn.....	Young Men's Christian Association.	1880	Free..	Y. M. C. A.	350
2698	Wabasha, Minn.....	Ladies' Library Association.....	1870	Sub..	Soc'l.....	1,900
2699	Waseja, Minn.....	Wesleyan Methodist Seminary*.....	1873	Free..	Sch.....	572
2700	Winona, Minn.....	State Normal School.....	1864	Free..	Sch.....	3,000
2701	Winona, Minn.....	Winona Free Library.....	1862	Free..	Gen.....	3,000
2702	Agricultural College, Miss.	Agricultural and Mechanical College.			Sci.....	2,342
2703	Bay St. Louis, Miss....	St. Stanislaus Commercial College.*			Sch.....	1,200
2704	Beth Eden, Miss.....	Beth Eden Collegiate Institute...	1876	Free..	Sch.....	500
2705	Blue Mountain, Miss....	Blue Mountain Female College.....			Col.....	443
2706	Carrollton, Miss.....	Carrollton Female College.....	1870	Free..	Sch.....	700

\* From a return for 1884.

a Collected since burning of library in March, 1883.

b As a free city library; as a subscription library in 1863.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2707	Clinton, Miss.	Central Female Institute, Lesbian Society Library.	1858	Sub...	Soc'y .....	2,000
2708	Clinton, Miss.	Mississippi College .....	1851	Free..	Col. ....	2,200
2709	Clinton, Miss.	Hermenian Society .....	1855	Free..	Soc'y .....	2,500
2710	Clinton, Miss.	Philomathean Society .....	1846	Free..	Soc'y .....	1,200
2711	Columbus, Miss.	Public Library .....	1882	Free..	Gen. ....	1,835
2712	Corinth, Miss.	High School .....	1878	Sub...	Sch. ....	300
2713	Daleville, Miss.	Philomathean Literary Library (Cooper Institute).	1865	Sub...	Soc'y .....	3,500
2714	Edwards, Miss.	Southern Christian Institute .....	.....	.....	Sch. ....	400
2715	Greenville, Miss.	Public Library .....	1882	Sub...	Gen. ....	2,200
2716	Harperville, Miss.	Platonian Literary Society (Harperville College).	1876	Free..	Soc'y .....	500
2717	Holly Springs, Miss.	Clayton Library .....	1881	Both..	Gen. ....	800
2718	Holly Springs, Miss.	Rust Library of Rust University.	1869	Free..	Col. ....	1,000
2719	Holly Springs, Miss.	State Normal School .....	1880	Free..	Sch. ....	700
2720	Iuka, Miss.	Iuka Normal Institute .....	.....	.....	Sch. ....	417
2721	Jackson, Miss.	Jackson Collegiate Academy .....	.....	.....	Sch. ....	1,000
2722	Jackson, Miss.	Mississippi Institution for Deaf and Dumb.	1871	.....	Sch. ....	1,000
2723	Jackson, Miss.	Mississippi Institution for the Blind.	1848	Sub...	Sch. ....	504
2724	Jackson, Miss.	Mississippi Penitentiary Library.	1870	Free..	A. and R..	300
2725	Jackson, Miss.	State Library .....	1838	.....	State .....	40,000
2726	Meridian, Miss.	East Mississippi Female College.	.....	.....	Col. ....	578
2727	Natchez, Miss.	D'Everaux Hall Orphan Asylum.	1865	Free..	A. and R..	1,000
2728	Natchez, Miss.	Library Association .....	1884	Sub...	Gen. ....	3,100
2729	Oxford, Miss.	University of Mississippi .....	1848	Free..	Col. ....	9,050
2730	Pontotoc, Miss.	Chickasaw Female College .....	1852	Free..	Col. ....	2,000
2731	Port Gibson, Miss.	Chamberlain Hunt Academy .....	1840	Free..	Sch. ....	3,100
2732	Rodney, Miss.	Alcorn Agricultural and Mechanical College.	1874	.....	Sch. ....	1,353
2733	Springville, Miss.	Gill's Circulating Library* .....	1873	Sub...	Soc'l. ....	2,000
2734	Starkville, Miss.	Starkville Female Institute .....	1870	Free..	Sch. ....	2,000
2735	Summit, Miss.	Lea Female College, Calliopean Society Library.	1877	Free..	Soc'y .....	300
2736	Washington, Miss.	Jefferson College .....	.....	.....	Col. ....	2,000
2737	West Point, Miss.	Law and Library Association .....	1877	Sub...	Law .....	1,500
2738	West Point, Miss.	Literary and Library Association.	1881	Free..	Gen. ....	400
2739	Ash Grove, Mo.	Ash Grove College .....	1883	Free..	Col. ....	300
2740	Ashley, Mo.	Watson Historical Library .....	.....	.....	Sub. ....	600
2741	Avalon, Mo.	Avalon College of the United Brethren in Christ.	1875	Free..	Sch. ....	500
2742	Bolivar, Mo.	Southwest Baptist College .....	1879	Free..	Col. ....	700
2743	Bonne Terre, Mo.	St. Joseph Lead Co. Free Library and Reading Room.	1882	Free..	Soc'l. ....	1,200
2744	Boonville, Mo.	Cooper Institute .....	.....	.....	Sch. ....	500
2745	Boonville, Mo.	Kemper Family School .....	.....	.....	Sch. ....	1,200
2746	Boonville, Mo.	Turn- and Gesang-Verien .....	1859	Free..	Soc'l. ....	335
2747	Boonville, Mo.	True Principle Club Library .....	1884	Sub...	Soc'l. ....	451
2748	Brookfield, Mo.	Brookfield Academy .....	.....	.....	Sch. ....	600
2749	Brunswick, Mo.	Library Association .....	1871	Sub...	Gen. ....	1,000
2750	Bunceton, Mo.	Parrish Collegiate Institute .....	.....	.....	Sch. ....	500
2751	Butler, Mo.	Butler Academy .....	.....	.....	Sch. ....	425
2752	Camden Point, Mo.	Female Orphan School .....	.....	.....	Sch. ....	300
2753	Cameron, Mo.	Cameron Library .....	.....	.....	Sch. ....	422
2754	Canton, Mo.	Meridian Lodge, I. O. O. F .....	1885	Sub...	I. O. O. F.	1,535
2755	Canton, Mo.	Risk's Library (Christian University).	1863	Free..	Soc'y .....	600
2756	Cape Girardeau, Mo.	Missouri State Normal School (third district).	1873	Free..	Sch. ....	1,800
2757	Cape Girardeau, Mo.	St. Vincent's College .....	1844	Free..	Col. ....	5,000
2758	Carthage, Mo.	Public Library .....	1876	Sub...	Gen. ....	1,200
2759	Carthage, Mo.	Public School Library .....	.....	.....	Sch. ....	5-7
2760	Chillicothe, Mo.	Hazleton Public School Library .....	1879	Free..	Sch. ....	2,800
2761	Clarksburg, Mo.	Hooper Institute .....	.....	.....	Sch. ....	500
2762	Clinton, Mo.	Library Association .....	1882	Sub...	Gen'l. ....	525
2763	College Mound, Mo.	Pauline Holiness College .....	1883	Free..	Sch. ....	300
2764	Columbia, Mo.	Christian Female College .....	.....	.....	Col. ....	1,000
2765	Columbia, Mo.	Stephens College .....	.....	.....	Col. ....	400
2766	Columbia, Mo.	Adelphia Society .....	1870	Free..	Soc'y .....	500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2767	Columbia, Mo.....	University of Missouri.....	1840	Free..	Col.....	12,776
2768	Columbia, Mo.....	Agricultural and Mechanical College.			Sci.....	1,000
2769	Columbia, Mo.....	Athenæan Society.....			Soc'y.....	351
2770	Columbia, Mo.....	Columbia Library.....				809
2771	Columbia, Mo.....	Law Library.....			Law.....	745
2772	Kolla, Mo.....	Missouri School of Mines and Metallurgy.	1871	Free..	Sci.....	3,198
2773	Columbia, Mo.....	Union Literary Society.....			Soc'y.....	348
2774	Commerce, Mo.....	Scott County Library Association.	1877	Sub..	Soc'l.....	350
2775	Edinburgh, Mo.....	Grand River College.....		Free..	Col.....	400
2776	Farmington, Mo.....	Carleton Institute.....			Sch.....	500
2777	Farmington, Mo.....	Farmington Literary Organization.	1876	Sub..	Soc'l.....	300
2778	Fayette, Mo.....	Central College.....	1871		Col.....	4,061
2779	Fayette, Mo.....	Howard Female College.....			Col.....	600
2780	Florissant, Mo.....	St. Stanislaus Seminary.....	1830	Free..	Sch.....	6,000
2781	Fulton, Mo.....	Missouri Institution for the Deaf and Dumb.	1851		Sch.....	502
2782	Fulton, Mo.....	State Lunatic Asylum, No. 1.....	1885	Free..	A. and R..	970
2783	Fulton, Mo.....	Westminster College.....			Col.....	3,000
2784	Glasgow, Mo.....	Lewis Library.....	1866	Sub..	Gen.....	5,000
2785	Glasgow, Mo.....	Morrison Observatory.....	1876		Sci.....	500
2786	Glasgow, Mo.....	Pritchett School Institute.....			Sch.....	300
2787	Greenfield, Mo.....	Ozark College.....			Sch.....	650
2788	Houston, Mo.....	Houston Institute.....		Sub..	Sch.....	400
2789	Independence, Mo.....	Library Association.....	1871	Sub..	Gen.....	1,627
2790	Independence, Mo.....	Public School Library.....	1882	Free..	Sch.....	1,300
2791	Independence, Mo.....	Woodland College.....			Col.....	1,000
2792	Jefferson Barracks, Mo.....	Depot Library.....	1878	Free..	Gar.....	985
2793	Jefferson City, Mo.....	Lincoln Institute*.....			Sch.....	850
2794	Jefferson City, Mo.....	State Library.....	1833		State.....	18,000
2795	Kansas City, Mo.....	The Fetterman Circulating Library.	1875	Sub..	Soc'l.....	5,000
2796	Kansas City, Mo.....	Kansas City Public Library.....	1875	Sub..	Gen.....	12,000
2797	Kansas City, Mo.....	Law Library of the Court of Appeals.	1885	Free..	Law.....	400
2798	Kansas City, Mo.....	Public School Libraries (4) a.....		Free..	Sch.....	1,700
2799	Kidder, Mo.....	Kidder Institute.....			Sch.....	400
2800	Kirksville, Mo.....	Journal Library.....	1883	Sub..		610
2801	Kirksville, Mo.....	Missouri State Normal School (first district).			Sch.....	1,100
2802	La Grange, Mo.....	La Grange College.....	1866	Free..	Col.....	2,000
2803	Lamar, Mo.....	Attwood's Circulating Library.....	1881	Sub..	Soc'l.....	2,000
2804	Lexington, Mo.....	Baptist Female College.....	1876	Sub..	Col.....	400
2805	Lexington, Mo.....	Central Female College.....	1835	Sub..	Col.....	1,000
2806	Lexington, Mo.....	Elizabeth Aull Female Seminary.....	1879	Sub..	Sch.....	354
2807	Liberal, Mo.....	Liberal Normal School*.....			Sch.....	450
2808	Liberty, Mo.....	William Jewell College.....	1854	Sub..	Col.....	4,000
2809	Louisiana, Mo.....	McCune College.....			Sch.....	300
2810	Louisiana, Mo.....	Public School Library.....	1873	Free..	Sch.....	1,225
2811	Marionville, Mo.....	Marionville Collegiate Institute.....			Sch.....	350
2812	Marshall, Mo.....	Public School Library.....	1881	Sub..	Sch.....	1,000
2813	Marshallfield, Mo.....	Public Library.....	1884	Free..		310
2814	Maryville, Mo.....	Institute of Sacred Heart.....			Sch.....	5,000
2815	Maryville, Mo.....	Library and Lecture Association*.....	1870	Sub..	Gen.....	400
2816	Memphis, Mo.....	Public and School Library.....	1884	Free..	Gen.....	361
2817	Mexico, Mo.....	Blanton Library (Public High School).	1880	Sub..	Sch.....	1,000
2818	Mexico, Mo.....	Hardin Female College.....	1873		Col.....	1,000
2819	Moberly, Mo.....	Public School Library.....	1885	Sub..	Sch.....	550
2820	Moberly, Mo.....	Railroad Literary Club.....	1884	Sub..	Soc'l.....	658
2821	Morrisville, Mo.....	Morrisville College.....	1880	Both..	Col.....	300
2822	Neosho, Mo.....	Neosho Library.....	1879	Sub..	Gen.....	400
2823	Nevada, Mo.....	Public School Library.....	1884	Free..	Sch.....	400
2824	Normandy, Mo.....	Evangelical Theological Seminary.....			Theo'l.....	2,768
2825	Novelty, Mo.....	Oaklawn College.....		Free..	Sch.....	500
2826	Oregon, Mo.....	Woman's Union Library.....	1863	Free..	Soc'l.....	400
2827	Palmira, Mo.....	St. Paul's College.....	1852	Sub..	Sch.....	3,000

\* From a return for 1884.

a There are four public school libraries managed by the principals of the respective schools, containing 300 volumes each, or over; there is also the Kansas City Public Library, under direct control of the board of education.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2828	Parkville, Mo .....	Park College .....	1875	Both.	Col .....	1,500
2829	Parkville, Mo .....	Cheever Library .....	1880	Free.	Soc'y .....	800
2830	Parkville, Mo .....	Park Literary Society .....	1881	Free.	Soc'y .....	1,400
2831	Paynesville, Mo .....	Paynesville School Institute .....	.....	.....	Sch .....	1,000
2832	Peirce City, Mo .....	Peirce City Baptist College .....	.....	.....	Sch .....	300
2833	Peirce City, Mo .....	Young Men's Christian Association (circulating library) .....	1883	Both.	Y. M. C. A. ....	325
2834	Pilot Grove, Mo .....	Pilot Grove Collegiate Institute .....	.....	.....	Sch .....	300
2835	Plattsburgh, Mo .....	Plattsburgh College .....	.....	.....	Sch .....	1,500
2836	Pleasant Hill, Mo .....	Brannock Collegiate Institute .....	.....	.....	Sch .....	300
2837	St. Charles, Mo .....	Lindenwood College for Young Ladies .....	1870	Free.	Col .....	2,500
2838	St. Charles, Mo .....	Public School Library .....	1868	Free.	Sch .....	353
2839	St. Charles, Mo .....	Sacred Heart Library .....	1828	Sub.	Sch .....	1,000
2840	St. Charles, Mo .....	St. Charles Catholic Library .....	1859	Sub.	Soc'l .....	2,320
2841	St. Joseph, Mo .....	Missouri Lunatic Asylum No 2 .....	.....	Free.	A. & R .....	400
2842	St. Joseph, Mo .....	St. Joseph Commercial College .....	1863	Free.	Sch .....	1,600
2843	St. Joseph, Mo .....	Theo. Altona's Library .....	1866	Sub.	Soc'l .....	5,200
2844	St. Joseph, Mo .....	Young Men's Christian Association .....	1884	Free.	Y. M. C. A. ....	1,000
2845	St. Louis, Mo .....	Academy of Science .....	1856	Sub.	Sci .....	10,000
2846	St. Louis, Mo .....	Central Turnverein .....	.....	.....	Soc'l .....	2,384
2847	St. Louis, Mo .....	College for Medical Practitioners .....	1880	Free.	Med .....	2,000
2848	St. Louis, Mo .....	Concordia Turnverein .....	.....	.....	Soc'l .....	1,800
2849	St. Louis, Mo .....	Educational Institute .....	.....	.....	Sch .....	700
2850	St. Louis, Mo. (16th and Pine sts.) .....	Foster Academy .....	.....	.....	Sch .....	400
2851	St. Louis, Mo .....	German Evangelical Lutheran Concordia College .....	.....	.....	The'l .....	5,500
2852	St. Louis, Mo .....	House of Refuge* .....	1854	.....	A. & R .....	500
2853	St. Louis, Mo .....	Law Library Association of St. Louis .....	1838	Sub.	Law .....	14,320
2854	St. Louis, Mo .....	Masonic Library .....	1856	Free.	Masonic .....	900
2855	St. Louis, Mo .....	Missouri Botanical Gardens .....	1860	Free.	Sci .....	3,000
2856	St. Louis, Mo .....	Missouri Historical Society .....	1865	Sub.	Hist'l .....	4,000
2857	St. Louis, Mo .....	Normal School .....	1857	Free.	Sch .....	350
2858	St. Louis, Mo .....	North St. Louis Turnverein .....	.....	.....	Soc'l .....	550
2859	St. Louis, Mo .....	Odd Fellows' Library .....	1868	Free.	I. O. O. F. ....	4,150
2860	St. Louis, Mo .....	Public Library .....	1865	Both.	Gen .....	60,000
2861	St. Louis, Mo .....	St. Louis Jail .....	1873	Free.	A. & R .....	800
2862	St. Louis, Mo .....	St. Louis Medical College .....	1840	Free.	Med .....	1,200
2863	St. Louis, Mo .....	St. Louis Mercantile Library .....	1846	Sub.	Mer .....	65,657
2864	St. Louis, Mo .....	St. Louis University .....	1829	.....	Col .....	25,000
2865	St. Louis, Mo .....	St. Louis Students' Library .....	1868	Sub.	Soc'y .....	4,300
2866	St. Louis, Mo .....	Washington University (Reference Library of Undergraduate Department) .....	1853	Free.	Col .....	6,600
2867	St. Louis, Mo .....	Mary Institute .....	1859	Free.	Col .....	450
2868	St. Louis, Mo .....	St. Louis Law School .....	1872	Free.	Law .....	3,500
2869	St. Louis, Mo .....	West St. Louis Turnverein .....	.....	.....	Soc'l .....	375
2870	St. Louis, Mo .....	Young Men's Christian Association .....	.....	Sub.	Y. M. C. A. ....	1,600
2871	St. Louis, Mo .....	Young Men's Christian Association (German) .....	1879	Free.	Y. M. C. A. ....	300
2872	St. Louis, Mo .....	Young Men's Sodality .....	1855	Sub.	Soc'l .....	2,000
2873	Salem, Mo .....	Salem High School .....	.....	Free.	Sch .....	500
2874	Sedalia, Mo .....	Natural History Society .....	1884	Sub.	Soc'l .....	500
2875	Sedalia, Mo .....	Young Men's Christian Association .....	1885	Free.	Y. M. C. A. ....	600
2876	Shelbina, Mo .....	Shelbina Collegiate Institute .....	.....	Free.	Sch .....	450
2877	Springfield, Mo .....	Drury College .....	1873	Free.	Col .....	19,000
2878	Stannberry, Mo .....	Northwestern Normal School .....	1881	Free.	Sch .....	1,000
2879	Stewartsville, Mo .....	Stewartsville College .....	1879	Sub.	Col .....	300
2880	Trenton, Mo .....	Public School Library .....	.....	Free.	Sch .....	1,000
2881	Troy, Mo .....	Social Library .....	1821	Sub.	Soc'l .....	375
2882	Warrensburg, Mo .....	Enoch Clark Library .....	1876	Sub.	Soc'l .....	1,100
2883	Warrensburg, Mo .....	State Normal School (2d district) .....	1871	Free.	Sch .....	2,000
2884	Warrenton, Mo .....	Central Wesleyan College .....	1876	Sub.	Col .....	3,500
2885	Fort Shaw, Mont .....	Post Library .....	1867	Free.	Gar .....	400
2886	Helena, Mont .....	Grand Lodge Library of Montana .....	1866	Free.	Masonic .....	500
2887	Helena, Mont .....	Historical Society of Montana .....	1866	Free.	Hist'l .....	5,000
2888	Helena, Mont .....	Public School Library .....	.....	Free.	Sch .....	800
2889	Helena, Mont .....	Territorial { law division { miscellaneous division	1881	Free.	Law (Ter) .....	3,200
					Ter .....	4,000

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volume.
2890	Helena, Mont.....	Young Men's Christian Association	1885	Free..	Y. M. C. A.	500
2891	Asylum, Nebr.....	Asylum Library.....	1885	Free..	.....	415
2892	Beatrice, Nebr.....	The Blake School.....	.....	.....	Sch.....	320
2893	Beatrice, Nebr.....	W. C. T. U. Library and Public Reading Room.....	1881	Sub..	Soc'l.....	800
2894	Blair, Nebr.....	Library Association.....	1880	Sub..	Gen.....	650
2895	Brock, Nebr.....	Clifton Library.....	1876	Free..	.....	800
2896	Brownsville, Nebr.....	Library Association.....	1879	Both..	Gen.....	1,056
2897	Columbus, Nebr.....	Public School Library.....	.....	.....	Sch.....	359
2898	Crete, Nebr.....	Doane College.....	1872	Free..	Col.....	2,634
2899	Crete, Nebr.....	German Congregational Theological Seminary.....	.....	.....	The'l.....	350
2900	Crete, Nebr.....	Public Library.....	1873	Free..	Gen.....	1,500
2901	Edgar, Nebr.....	Public School Library.....	1880	Free..	Sch.....	300
2902	Falls City, Nebr.....	Falls City Library.....	1885	Sub..	Gen.....	400
2903	Fort Robinson, Nebr.....	Post Library.....	1874	Free..	Gar.....	600
2904	Franklin, Nebr.....	Franklin Academy.....	.....	.....	Sch.....	550
2905	Fremont, Nebr.....	Grant Memorial Library of McPherson Post, G. A. R.....	1884	Free..	Soc'l.....	300
2906	Fremont, Nebr.....	W. C. T. U. Library.....	.....	Free..	Soc'l.....	500
2907	Grand Island, Nebr.....	Public Library.....	1884	Free..	Gen.....	699
2908	Hastings, Nebr.....	Hastings College.....	1882	Free..	Col.....	1,200
2909	Hastings, Nebr.....	Public Library.....	.....	Free..	Gen.....	800
2910	Hastings, Nebr.....	Young Men's Christian Association	1881	Sub..	Y. M. C. A.	350
2911	Humboldt, Nebr.....	Brunn Memorial Public Library.....	1884	Sub..	Gen.....	2,000
2912	Kearney, Nebr.....	State Reform School.....	.....	.....	A. & R.....	526
2913	Kearney, Nebr.....	W. C. T. U. Library.....	1880	Sub..	Soc'l.....	687
2914	Lincoln, Nebr.....	Public Library and Reading Room.....	1875	Sub..	Gen.....	3,000
2915	Lincoln, Nebr.....	Public School Library.....	.....	Free..	Sch.....	1,200
2916	Lincoln, Nebr.....	State Historical Society.....	1873	.....	Hist'l.....	249
2917	Lincoln, Nebr.....	State Library.....	1856	Free..	State.....	24,398
2918	Lincoln, Nebr.....	University of Nebraska.....	1871	Free..	Col.....	7,000
2919	Lincoln, Nebr.....	Young Men's Christian Association	1884	Free..	Y. M. C. A.	500
2920	Nebraska City, Nebr.....	Ladies' Library Association.....	1880	Sub..	Soc'l.....	1,743
2921	Nebraska City, Nebr.....	Nebraska College*.....	.....	.....	Col.....	1,200
2922	Nebraska City, Nebr.....	Nebraska Institute for the Blind.....	1877	Free..	Sch.....	400
2923	Neligh, Nebr.....	Gates College.....	1883	Free..	Col.....	2,500
2924	Nobesville, Nebr.....	Gilbert Library of Nebraska State Prison.....	1874	Free..	A. & R.....	2,500
2925	North Platte, Nebr.....	Employers' Library Association Union Pacific Railway.....	1882	Sub..	Soc'l.....	925
2926	Omaha, Nebr.....	Brownell Hall.....	1866	Free..	Sch.....	1,800
2927	Omaha, Nebr.....	Creighton College.....	1879	Free..	Col.....	6,000
2928	Omaha, Nebr.....	Students' Library Association.....	1880	Sub..	Soc'y.....	600
2929	Omaha, Nebr.....	Institute for the Deaf and Dumb.....	1874	Free..	Sch.....	800
2930	Omaha, Nebr.....	Law Library Association.....	1872	Sub..	Law.....	2,500
2931	Omaha, Nebr.....	Public Library.....	1872	Free..	Gen.....	14,237
2932	Omaha, Nebr.....	Public School Library.....	.....	.....	Sch.....	525
2933	Omaha, Nebr.....	Young Men's Christian Association	.....	Free..	Y. M. C. A.	839
2934	Pawnee City, Nebr.....	Circulating Library.....	.....	.....	Soc'l.....	400
2935	Pawnee City, Nebr.....	W. C. T. U. Library.....	1882	Free..	Soc'l.....	500
2936	Peru, Nebr.....	State Normal School.....	1867	Free..	Sch.....	2,250
2937	Republican City, Nebr.....	McPherson Normal College.....	1884	Free..	Sch.....	2,000
2938	Tecumseh, Nebr.....	W. C. T. U. Library.....	1878	Free..	Soc'l.....	466
2939	Carlisle, Nev.....	Library Association.....	1874	Sub..	Gen.....	1,777
2940	Carson City, Nev.....	Masonic Library.....	1875	.....	Masonic.....	1,000
2941	Carson City, Nev.....	State Library.....	1864	Free..	State.....	18,600
2942	Carson City, Nev.....	State Prison.....	1872	Free..	A. & R.....	1,200
2943	Gold Hill, Nev.....	Miners' Union Library.....	1866	Free..	Soc'l.....	560
2944	Reno, Nev.....	Bishop Whitaker's School for Girls.....	1873	Free..	Sch.....	350
2945	Virginia City, Nev.....	Miners' Union Library.....	1875	Both..	Soc'l.....	4,000
2946	Acworth, N. H.....	Circulating Library.....	1873	Sub..	Soc'l.....	600
2947	Alexandria, N. H.....	Haynes Public Library.....	1885	Free..	Gen.....	600
2948	Amherst, N. H.....	Town Library.....	1855	Free..	Gen.....	1,300
2949	Andover, N. H.....	Proctor Academy.....	.....	.....	Sch.....	500
2950	Antrim, N. H.....	Antrim Library.....	1866	Sub..	Gen.....	450
2951	Ashland, N. H.....	Town Library.....	1871	Free..	Gen.....	1,000
2952	Atkinson, N. H.....	Atkinson Academy.....	1789	Free..	Sch.....	1,700
2953	Bethlehem, N. H.....	Library Association.....	1877	Sub..	Gen.....	1,194
2954	Bristol, N. H.....	Minot-Sleeper Library.....	1885	Free..	Gen.....	1,300
2955	Brookline, N. H.....	Public Library.....	1873	Free..	Gen.....	1,196

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2956	Candia, N. H.	Farmers and Mechanics' Library.	.....	Sub ..	Soc'l.....	300
2957	Centre Strafford, N. H.	Austin Academy .....	.....	.....	Sch .....	500
2958	Claremont, N. H.	Fiske Free Library .....	1873	Free ..	Gen .....	4,837
2959	Claremont, N. H.	Stevens High School .....	.....	.....	Sch .....	350
2960	Concord, N. H.	High School Library .....	1859	Free ..	Sch .....	1,000
2961	Concord, N. H.	New Hampshire Asylum for Insane.	1855	Free ..	A. & R. ....	1,762
2962	Concord, N. H.	New Hampshire Board of Agriculture.	1872	.....	Sci .....	600
2963	Concord, N. H.	New Hampshire Historical Society.	1822	Free ..	Hist'l.....	10,300
2964	Concord, N. H.	Public Library .....	1855	Sub ..	Gen .....	11,000
2965	Concord, N. H.	St. Paul's School .....	1856	Sub ..	Sch .....	5,500
2966	Concord, N. H.	State Board of Health .....	1882	Free ..	San. sci ..	1,200
2967	Concord, N. H.	State Department of Public Instruction.	1874	Free ..	.....	1,220
2968	Concord, N. H.	State Library .....	1818	Free ..	State .....	20,000
2969	Concord, N. H.	Young Men's Christian Association.	1868	Free ..	Y. M. C. A. ..	628
2970	Contoocook, N. H.	Contoocook Library .....	1871	Sub ..	Gen .....	1,141
2971	Deerfield Centro, N. H.	Philbrick-James Library .....	1880	Free ..	Gen .....	1,665
2972	Derry, N. H.	Pinkerton Academy .....	1860	Free ..	Sch .....	300
2973	Derry Depot, N. H.	Leach Library .....	1880	Free ..	.....	1,980
2974	Dover, N. H.	Public Library .....	1883	Free ..	Gen .....	7,153
2975	Dublin, N. H.	Juvenile and Social Library .....	1824	Sub ..	Soc'l.....	2,394
2976	Dublin, N. H.	Public Library .....	1883	Free ..	Gen .....	550
2977	Durham, N. H.	Durham Social Library .....	1881	Sub ..	Soc'l.....	1,883
2978	East Derry, N. H.	Taylor Library .....	1878	Free ..	.....	1,733
2979	East Jaffrey, N. H.	Jaffrey Public Library .....	1883	Free ..	Gen .....	1,100
2980	East Rindge, N. H.	Library Association .....	1871	Sub ..	Gen .....	1,000
2981	East Rochester, N. H.	East Rochester Library .....	1885	Sub ..	Gen .....	500
2982	Enfield, N. H.	Library Association .....	1882	Sub ..	Gen .....	372
2983	Exeter, N. H.	Phillips Exeter Academy .....	1781	Free ..	Sch .....	1,200
2984	Exeter, N. H.	Robinson Female Seminary .....	1869	Free ..	Sch .....	500
2985	Exeter, N. H.	Town Library .....	1853	.....	Gen .....	5,900
2986	Farmington, N. H.	High School Library .....	1878	Free ..	Sch .....	300
2987	Fitzwilliam, N. H.	Town Library .....	1871	Free ..	Gen .....	1,875
2988	Francestown, N. H.	Francestown Academy* .....	.....	.....	Sch .....	8,000
2989	Francestown, N. H.	Town Library .....	1882	Free ..	Gen .....	1,662
2990	Franklin, N. H.	Library Association* .....	1864	Sub ..	Gen .....	1,800
2991	Franklin, N. H.	Orphans' Home .....	1871	Free ..	A. & R. ....	475
2992	Franklin Falls, N. H.	High School Library .....	1875	Free ..	Sch .....	345
2993	Franklin Falls, N. H.	Smith Library of the Unitarian Society.	1880	Free ..	Soc'l.....	2,500
2994	Gilmanton, N. H.	Gilmanton Academy .....	.....	.....	Sch .....	90)
2995	Gorham, N. H.	Mountaineer Circulating Library.	1881	Sub ..	Soc'l.....	1,100
2996	Great Falls, N. H.	Manufacturers' and Village Library.	1840	Sub ..	Gen .....	7,500
2997	Great Falls, N. H.	Thwing's Circulating Library .....	1872	Sub ..	Soc'l.....	700
2998	Hampton, N. H.	Public Library .....	1867	Free ..	Gen .....	1,300
2999	Hampton Falls, N. H.	Ladies' Library .....	1846	Sub ..	Soc'l.....	800
3000	Hancock, N. H.	Whitcomb Library .....	1860	Free ..	.....	1,677
3001	Hanover, N. H.	Dartmouth College .....	1770	Both ..	Col .....	65,000
3002	Hanover, N. H.	Shattuck Observatory .....	1854	Free ..	Sci .....	1,300
3003	Hanover, N. H.	Thayer School of Civil Engineering	1862	.....	Sci .....	2,150
3004	Harrisville, N. H.	Town Library .....	1877	Free ..	Gen .....	1,200
3005	Hillsborough, N. H.	Fuller Public Library .....	1877	Free ..	Gen .....	1,966
3006	Hinsdale, N. H.	Town Library .....	1867	Free ..	Gen .....	2,050
3007	Holderness, N. H.	School for Boys* .....	1879	Free ..	Sch .....	506
3008	Hollis, N. H.	Social Library .....	1799	Free ..	Soc'l.....	2,800
3009	Hopkinton, N. H.	Public Library Association .....	1871	Sub ..	Gen .....	1,040
3010	Jackson, N. H.	Free Public Library .....	1889	Free ..	Gen .....	1,757
3011	Keene, N. H.	High School Library .....	1876	Free ..	Sch .....	350
3012	Keene, N. H.	Public Library .....	1875	Free ..	Gen .....	6,000
3013	Laconia, N. H.	Public Library .....	1878	Free ..	Gen .....	4,405
3014	Lake Village, N. H.	Hubbard's Circulating Library .....	1884	Sub ..	Soc'l.....	1,000
3015	Lancaster, N. H.	Public Library .....	1869	Free ..	Gen .....	3,550
3016	Lebanon, N. H.	Circulating Library (Richardson's)	1869	Sub ..	Soc'l.....	1,000
3017	Lebanon, N. H.	Town Library .....	1868	Sub ..	Gen .....	1,500
3018	Lisbon, N. H.	Village Library .....	1865	Sub ..	Gen .....	1,605
3019	Lyman, N. H.	Ladies' Library Association .....	1871	Sub ..	Soc'l.....	300

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3020	Lyme, N. H.	Turner Social Library	1850	Sub.	Soc'l.	5,000
3021	Lyndeborough, N. H.	Franklin Library Association	1851	Sub.		450
3022	Manchester, N. H.	Art Association	1871	Free.	Soc'l.	480
3023	Manchester, N. H.	City Library	1854	Free.	Gen.	28,099
3024	Manchester, N. H.	Governor Smith's Library	1884	Free.		300
3025	Manchester, N. H.	State Industrial School	1857	Free.	Sch.	500
3026	Manchester, N. H.	Young Men's Christian Association.			Y. M. C. A.	300
3027	Marlborough, N. H.	Frost Free Library	1866	Free.	Gen.	3,630
3028	Marlow, N. H.	Town Library	1877	Free.	Gen.	425
3029	Meriden, N. H.	Kimball Union Academy			Sch.	2,500
3030	Meriden, N. H.	Philadelphian Society		Free.	Soc'y	1,000
3031	Milford, N. H.	Free Library	1868	Free.	Gen.	3,841
3032	Mount Vernon, N. H.	Appleton Library	1850	Free.		951
3033	Mount Vernon, N. H.	McCullom Institute			Sch.	1,000
3034	Nashua, N. H.	Public Library	1868	Free.	Gen.	8,560
3035	Nelson, N. H.	Free Library	1881	Sub.	Gen.	347
3036	New Hampton, N. H.	New Hampton Literary Institution, Literary Adelpi Library.	1827	Free.	Soc'y	1,278
3037	New Hampton, N. H.	Social Fraternity Library		Free.	Soc'y	1,500
3038	New London, N. H.	Colby Academy, Philaethian Literary Association.		Free.	Soc'y	1,300
3039	New Market, N. H.	Public Library	1830	Free.	Gen.	1,615
3040	Newport, N. H.	Converse Library		Sub.	Soc'l.	800
3041	Newport, N. H.	Social Library	1808	Sub.	Soc'l.	350
3042	Newton, N. H.	Pressey and Heath's Circulating Library.	1873	Sub.	Soc'l.	304
3043	Northwood, N. H.	Coe's Academy*			Sch.	500
3044	Northwood Ridge, N. H.	Northwood Seminary*			Sch.	500
3045	Pembroke, N. H.	Pembroke Academy			Sch.	500
3046	Penacook, N. H.	Library Association	1866	Sub.	Gen.	1,400
3047	Peterborough, N. H.	Town Library	1834	Free.	Gen.	5,100
3048	Plymouth, N. H.	State Normal School*			Sch.	450
3049	Plymouth, N. H.	Young Ladies' Library Association.	1873	Sub.	Soc'l.	1,835
3050	Portsmouth, N. H.	Free Public Library	1881	Free.	Gen.	7,245
3051	Portsmouth, N. H.	Miss Morgan's English, French, and German School for Young Ladies.			Sch.	1,000
3052	Portsmouth, N. H.	Portsmouth Athenæum	1817	Sub.	Gen.	15,133
3053	Reed's Ferry	McGaw Normal Institute.		Free.	Sch.	500
3054	Rochester, N. H.	Social Library	1792	Sub.	Soc'l.	2,200
3055	Rochester, N. H.	Worcester and Greenfield's Library.	1877	Sub.	Soc'l.	653
3056	Shaker Village, N. H.	Shaker Community	1854		Soc'l.	2,000
3057	Suncook, N. H.	Pentagon Circulating Library	1875	Sub.	Soc'l.	800
3058	Surry, N. H.	Reed Free Library	1881	Free.	Gen.	1,283
3059	Swansey, N. H.	Mt. Caesar Union Library	1879	Sub.		600
3060	Tilton, N. H.	New Hampshire Conference Seminary.	1845	Free.	Sch.	520
3061	Union, N. H.	Village Library Association	1854	Sub.	Gen.	600
3062	Wakefield, N. H.	Public Library	1880	Free.	Gen.	500
3063	Walpole, N. H.	Town Library		Free.	Gen.	3,185
3064	Warner, N. H.	Simonds Free High School.			Sch.	300
3065	Warren, N. H.	Ladies' Library Association	1853	Sub.	Soc'l.	420
3066	Washington, N. H.	Shedd Free Library	1869	Free.	Gen.	1,768
3067	Wentworth, N. H.	Library Association	1874	Sub.	Gen.	600
3068	West Lebanon, N. H.	Library Association	1869	Sub.	Soc'l.	800
3069	West Lebanon, N. H.	Tilden Ladies' Seminary.	1854	Sub.	Sch.	1,400
3070	West Swansey, N. H.	Stratton Free Library	1855	Free.	Gen.	2,418
3071	Winchester, N. H.	Public Library	1876	Free.	Gen.	3,000
3072	Windham, N. H.	Nesmith Library	1871	Free.	Gen.	2,545
3073	Wolfeborough, N. H.	Public Library Association	1867	Sub.	Gen.	603
3074	Wolfeboro' Junction, N. H.	Wolfeboro' Junction Library	1833	Sub.		525
3075	Albentown, N. J.	Library Association	1876	Sub.	Gen.	900
3076	Ancora, N. J.	Home School			Sch.	300
3077	Atlantic City, N. J.	High School Library	1875	Free.	Sch.	750
3078	Beverly, N. J.	Trinity Hall			Sch.	1,100
3079	Blairstown, N. J.	Blair Presbyterian Academy (Scribner Library).	1883	Free.	Sch.	1,000

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3080	Bloomfield, N. J.	German Theological School of Newark, N. J.			The'l.	250
3081	Bloomfield, N. J.	Public School Library	1877	Free.	Sch.	796
3082	Bordentown, N. J.	Female College	1851		Col.	700
3083	Bordentown, N. J.	Woman's Christian Temperance Union.	1832	Sub.	Soc'l.	600
3084	Bridgeton, N. J.	Ivy Hall Seminary	1861	Free.	Sch.	1,050
3085	Bridgeton, N. J.	South Jersey Institute	1871	Free.	Sch.	1,200
3086	Bridgeton, N. J.	Young Men's Christian Association	1859	Sub.	Y. M. C. A.	4,000
3087	Burlington, N. J.	Library Company of Burlington	1758	Sub.	Gen.	10,000
3088	Camden, N. J.	Camden County Bar Association	1881	Sub.	Law	2,300
3089	Camden, N. J.	Felton's Circulating Library	1870	Sub.	Soc'l.	3,000
3090	Camden, N. J.	Microscopical Society of Camden		Free.	Sci.	240
3091	Chatham, N. J.	Free Library	1882	Sub.	Gen.	664
3092	Cranford, N. J.	Library Association	1872	Sub.	Gen.	508
3093	Cream Ridge, N. J.	Circulating Library	1871	Sub.	Soc'l.	350
3094	Elizabeth, N. J.	Business College	1872	Free.	Sch.	700
3095	Elizabeth, N. J.	Elizabeth Institute*			Sch.	600
3096	Elizabeth, N. J.	Public Library and Reading Room.	1883	Free.	Gen.	4,500
3097	Elizabeth, N. J.	Public School Libraries (2)	(1881) (1882)	Free.	Sch.	918
3098	Elizabeth, N. J.	Putnam Circulating Library	1875	Sub.	Soc'l.	1,500
3099	Fort Lee, N. J.	Institute of the Holy Angels*			Sch.	600
3100	Freehold, N. J.	Freehold Institute	1845	Free.	Sch.	2,000
3101	Freehold, N. J.	Lyceum Library	1882	Sub.	Soc'l.	1,735
3102	Hackettstown, N. J.	Centenary Collegiate Institute	1874	Free.	Sch.	1,200
3103	Hackettstown, N. J.	Lyceum and Free Reading Room.	1884	Sub.	Gen.	369
3104	Hightstown, N. J.	The Home Seminary*			Sch.	300
3105	Hightstown, N. J.	Peddle Institute	1875	Sub.	Sch.	1,200
3106	Hoboken, N. J.	Academy of the Sacred Heart*			Sch.	400
3107	Hoboken, N. J.	Franklin Lyceum*		Sub.	Soc'l.	2,000
3108	Hoboken, N. J.	Hoboken Academy			Sch.	600
3109	Hoboken, N. J.	St. Mary's Hospital	1866	Free.		400
3110	Hoboken, N. J.	St. Mary's Parochial Library	1867	Free.	Soc'l.	1,100
3111	Hoboken, N. J.	Stevens Institute of Technology	1871	Free.	Sci.	5,000
3112	Hoboken, N. J.	Young Men's Christian Association.			Y. M. C. A.	2,000
3113	Hopewell, N. J.	Hopewell Seminary			Sch.	350
3114	Jamestown, N. J.	State Reform School			A. & R.	500
3115	Jersey City, N. J.	Law Library Association	1872	Sub.	Law	3,000
3116	Jersey City, N. J.	Public School Free Library	1873	Free.	Sch.	5,000
3117	Keyport, N. J.	High School Library	1881	Free.	Sch.	450
3118	Lakewood, N. J.	Public Library	1869	Sub.	Gen.	1,450
3119	Lambertville, N. J.	Stryker Library	1882	Sub.	Gen.	2,130
3120	Lawrenceville, N. J.	Lawrenceville School on J. C. Green Foundation.			Sch.	1,000
3121	Linden, N. J.	Public School (No. 1) Library			Sch.	400
3122	Long Branch, N. J.	Free Reading Room and Library	1878	Sub.	Gen.	1,600
3123	Madison, N. J.	Drew Theological Seminary			The'l.	18,000
3124	Madison, N. J.	Young Men's Christian Association.	1873	Sub.	Y. M. C. A.	340
3125	Matawan, N. J.	Glenwood Institute			Sch.	360
3126	Matawan, N. J.	Literary Society	1866	Sub.	Soc'l.	600
3127	Millville, N. J.	Library and Reading Room	1860	Sub.	Gen.	2,263
3128	Mont Clair, N. J.	Library Association	1868	Free.	Gen.	1,700
3129	Mont Clair, N. J.	Public High School	1870	Free.	Sch.	450
3130	Moorestown, N. J.	Moorestown Academy			Sch.	600
3131	Moorestown, N. J.	Library Association of Friends		Sub.	Soc'l.	900
3132	Morristown, N. J.	Library and Lyceum	1878	Sub.	Soc'l.	11,000
3133	Morristown, N. J.	Morristown Seminary			Sch.	1,200
3134	Morristown, N. J.	Young Men's Christian Association	1880	Free.	Y. M. C. A.	600
3135	Mount Holly, N. J.	Burlington County Lyceum of History and Natural Science.	1859	Both.	Sci.	4,800
3136	Mount Holly, N. J.	Rhees Circulating Library	1849	Sub.	Soc'l.	700
3137	Newark, N. J.	Board of Trade		Free.	Mer.	1,000
3138	Newark, N. J.	Beacon Street German-American School			Sch.	400
3139	Newark, N. J.	Essex Law Library	1879	Sub.	Law	3,000
3140	Newark, N. J.	Green Street School Library	1871	Free.	Sch.	500
3141	Newark, N. J.	Library Association	1847	Sub.	Gen.	27,523

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3142	Newark, N. J.	Lyceum Library of New Jersey	1876	Free	Sch.	350
		Business College.				
3143	Newark, N. J.	New Jersey Historical Society	1845	Sub.	Hist'l	8,114
3144	Newark, N. J.	New Jersey Home for Disabled Soldiers.	1872	Free		709
3145	Newark, N. J.	Orphan Asylum			A. & R.	400
3146	Newark, N. J.	Public School Libraries (6)	1851-1883	Free	Sch.	3,690
3147	Newark, N. J.	St. Benedict's College	1870	Free	Col.	2,700
3148	Newark, N. J.	Young Men's Catholic Association.	1855	Free	Soc'l.	1,200
3149	Newark, N. J.	Young Men's Christian Association	1882	Free	Y. M. C. A.	1,000
3150	New Brunswick, N. J.	Rutgers College	1770	Free	Col.	11,206
3151	New Brunswick, N. J.	Philoclean Society	1823	Sub.	Soc'y	1,400
3152	New Brunswick, N. J.	Theological Seminary of the Reformed Church in America, Gardner A. Sage Library.	1872	Free	The'l	33,000
3153	New Brunswick, N. J.	Young Men's Christian Association	1868	Free	Y. M. C. A.	3,000
3154	New Providence, N. J.	Public School (No. 18) Library			Sch.	400
3155	Newton, N. J.	Dennis Library (Newton Library Association).	1873	Sub.	Gen.	6,445
3156	Ocean Grove, N. J.	Lyceum Library		Sub.	Soc'l.	950
3157	Orange, N. J.	Free Library	1883	Free	Gen.	1,304
3158	Orange, N. J.	New England Society of Orange				705
3159	Paterson, N. J.	Board of Trade	1876	Free	Mer	520
3160	Paterson, N. J.	Free Public Library	1885	Free	Gen.	7,000
3161	Paterson, N. J.	Orphan Asylum Library			A. & R.	1,000
3162	Paterson, N. J.	Passaic County Historical Society	1867	Sub.	Hist'l	450
3163	Paterson, N. J.	Passaic Rolling Mill Literary Association.	1882	Free	Soc'l.	355
3164	Paterson, N. J.	Paterson Seminary			Sch.	1,000
3165	Paterson, N. J.	Public School Libraries (3)	1881	Free	Sch.	2,228
3166	Pennington, N. J.	Pennington Institute			Sch.	2,500
3167	Pennington, N. J.	Pennington Seminary	1844	Free	Sch.	1,000
3168	Plainfield, N. J.	Public School Library	1867	Free	Sch.	1,300
3169	Plainfield, N. J.	Young Men's Christian Association.	1867	Sub.	Y. M. C. A.	1,500
3170	Princeton, N. J.	College of New Jersey	1746	Free	Col.	a 65,000
3171	Princeton, N. J.	American Whig Society	1769		Soc'y	8,000
3172	Princeton, N. J.	Ciclosophic Society	1765		Soc'y	8,000
3173	Princeton, N. J.	Young Men's Christian Association.			Y. M. C. A.	1,300
3174	Princeton, N. J.	Ivy Hall Library	1873	Both.	Sch.	2,000
3175	Princeton, N. J.	Theological Seminary of the Presbyterian Church.	1821	Free	The'l	43,000
3176	Rahway, N. J.	Rahway Library	1858	Sub.	Gen.	9,043
3177	Red Bank, N. J.	Mutual Library Association	1884	Sub.	Gen.	510
3178	Red Bank, N. J.	Public School Library	1877	Free	Sch.	325
3179	Rutherford, N. J.	School District No. 40, Bergen County.	1863	Free	Sch.	1,100
3180	Salem, N. J.	Library Company	1804	Sub.	Gen.	9,000
3181	Shrewsbury, N. J.	Library Association	1862	Sub.	Gen.	1,100
3182	Smith's Landing, N. J.	School Library	1831	Free	Sch.	302
3183	Somerville, N. J.	People's Reading Room and Library Association.	1870	Both.	Gen.	1,508
3184	South Amboy, N. J.	Raritan Public Library	1880	Both.	Gen.	600
3185	South Orange, N. J.	Library Association	1865	Sub.	Gen.	2,250
3186	Summit, N. J.	Library Association	1874	Sub.	Gen.	1,076
3187	Trenton, N. J.	Grand Lodge, I. O. O. F.	1844	Free	I. O. O. F.	1,500
3188	Trenton, N. J.	Skelton Library*	1878	Free	Sch.	1,000
3189	Trenton, N. J.	South Trenton Lodge 36, I. O. O. F.	1870	Free	I. O. O. F.	354
3190	Trenton, N. J.	State Library	1796	Free	State	31,000
3191	Trenton, N. J.	State Lunatic Asylum	1848	Free	A. & R.	3,545
3192	Trenton, N. J.	State Normal School			Sch.	530
3193	Trenton, N. J.	State Prison	1845	Free	A. & R.	5,000
3194	Trenton, N. J.	Union Library (W. C. T. U.)	1878	Both.	Gen.	5,321
3195	Vineland, N. J.	Public Library	1876	Sub.	Gen.	1,500
3196	Williamstown, N. J.	Free Reading Room and Library Association.	1878	Free	Gen.	500

\*From a return for 1884.

a Including John C. Green School of Science and Astronomical Observatory Libraries.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3197	Woodbury, N. J.	School District No. 1, Gloucester County.	1873	Free..	Sch.....	325
3198	Woodbury, N. J.	Woodbury Library.....	1794	Sub...	Gen.....	2,000
3199	Woodstown, N. J.	Pilesgrove Library Association..	1860	Sub...	Gen.....	1,200
3200	Woodstown, N. J.	Woodstown Academy.....			Sch.....	600
3201	Fort Bayard, N. Mex.	Post Library.....	1866		Gar.....	1,100
3202	Las Vegas, N. Mex.	Las Vegas College.....	1875		Col.....	3,500
3203	Las Vegas, N. Mex.	Public Library.....	1855	Free..	Gen.....	300
3204	Santa Fé, N. Mex.	St. Michael's College.....	1859	Free..	Col.....	1,300
3205	Santa Fé, N. Mex.	Territorial Library.....	1850	Free..	Law.....	7,570
3206	Santa Fé, N. Mex.	University of New Mexico *.....	1881	Free..	Col.....	600
3207	Adams, N. Y.	Adams Collegiate Institute.....	1864	Free..	Sch.....	500
3208	Addison, N. Y.	Union School Library *.....	1867	Free..	Sch.....	1,436
3209	Afton, N. Y.	Union School and Academy.....	1870	Free..	Sch.....	418
3210	Albany, N. Y.	Adelphi Club.....	1831	Free..	Soc'l.....	350
3211	Albany, N. Y.	Albany Academy.....			Sch.....	1,256
3212	Albany, N. Y.	Albany Female Academy *.....	1814	Free..	Sch.....	4,000
3213	Albany, N. Y.	Albany Institute.....	1824	Sub...	Soc'l.....	5,000
3214	Albany, N. Y.	Homo for Aged Men.....	1868	Free..	A. & R....	400
3215	Albany, N. Y. (53 How- ard street).	House of Shelter.....	1869	Free..	A. & R....	520
3216	Albany, N. Y.	Orphan Asylum.....	1829	Free..	A. & R....	335
3217	Albany, N. Y.	Public Library.....	1882	Free..	Gen.....	6,377
3218	Albany, N. Y.	St. Agnes School.....			Sch.....	2,700
3219	Albany, N. Y.	St. Vincent's Male Orphan Asy- lum Sacred Heart Library.	1849	Free..	A. & R....	509
3220	Albany, N. Y.	State Court of Appeals, Consulta- tion Library. *	1850		Law.....	3,500
3221	Albany, N. Y.	State Law Library.....	1818	Free..	Law.....	37,300
3222	Albany, N. Y.	State Library.....	1818	Free..	State.....	128,871
3223	Albany, N. Y.	State Museum of Natural His- tory.	184-		Sci.....	1,000
3224	Albany, N. Y.	State Normal School *.....	1844	Free..	Sch.....	5,000
3225	Albany, N. Y.	Young Men's Association *.....	1833	Sub...	Gen.....	17,000
3226	Albany, N. Y.	Young Men's Christian Associa- tion.		Free..	Y.M.C.A.	750
3227	Albany, N. Y.	Young Men's Christian Associa- tion. railroad branch.	1880	Free..	Y.M.C.A.	950
3228	Albion, N. Y.	Hart Library and Reading Room..		Free..		4,000
3229	Albion, N. Y.	Union School Library.....	1876	Free..	Sch.....	625
3230	Albion, N. Y.	Young Men's Christian Associa- tion.	1883	Free..	Y.M.C.A.	500
3231	Alexander, N. Y.	Union School Library.....	1836	Free..	Sch.....	900
3232	Alexander, N. Y.	Young Men's Christian Associa- tion.	1879	Sub...	Y.M.C.A.	1,500
3233	Alfred, N. Y.	Alfred University.*.....	1842	Free..	Col.....	5,000
3234	Allegany, N. Y.	St. Bonaventure's College.....			Col.....	5,863
3235	Allegany, N. Y.	St. Elizabeth's Academy.*.....			Sch.....	300
3236	Amenia, N. Y.	Amenia Seminary.....	1835	Free..	Sch.....	1,800
3237	Ames, N. Y.	School Library, District No. 7 (Canajoharie).			Sch.....	342
3238	Amsterdam, N. Y.	Young Men's Christian Associa- tion.	1880	Sub...	Y.M.C.A.	620
3239	Annandale, N. Y.	St. Stephen's College.....	1860	Free..	Col.....	6,000
3240	Antwerp, N. Y.	Ives Seminary.*.....	1870	Free..	Sch.....	700
3241	Argyle, N. Y.	Argyle Academy.....	1841	Free..	Sch.....	956
3242	Athens, N. Y.	School Library, District No. 1.....			Sch.....	310
3243	Attica, N. Y.	Union School Library*.....		Free..	Sch.....	1,261
3244	Auburn, N. Y.	Academic High School.....	1863	Free..	Sch.....	300
3245	Auburn, N. Y.	Auburn Theological Seminary.....	1821	Free..	The'l.....	16,417
3246	Auburn, N. Y.	Cayuga Asylum for Destitute Children.		Free..	A. & R....	390
3247	Auburn, N. Y.	Cayuga County Historical Society.	1876	Free..	Hist'l.....	330
3248	Auburn, N. Y.	Seymour Library.....	1876	Sub...	Soc'l.....	9,439
3249	Auburn, N. Y.	State Prison.....	1841	Free..	A. & R....	1,209
3250	Auburn, N. Y.	Young Men's Christian Associa- tion.			Y.M.C.A.	550
3251	Aurora, N. Y.	Cayuga Lake Military Academy*.	1856	Sub...	Sch.....	3,654
3252	Aurora, N. Y.	School Library, District No. 6 (Ledyard).	1845		Sch.....	240
3253	Aurora, N. Y.	Wells College.....	1863	Free..	Col.....	2,604

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3254	Au Sable Forks, N. Y.	Union School Library.	1881	Free.	Sch.	572
3255	Avon, N. Y.	Union School Library.	1881	Free.	Sch.	582
3256	Babylon, N. Y.	School Library, District No. 1.			Sch.	350
3257	Bainbridge, N. Y.	Academy and Union School.	1873	Free.	Sch.	818
3258	Ballston, N. Y.	Saratoga County Law Library.	1820	Free.	Law.	1,000
3259	Ballston, N. Y.	School Library, District No. 1 (Milton).			Sch.	300
3260	Batavia, N. Y.	Batavia Library*.	1872	Sub.	Gen.	3,240
3261	Batavia, N. Y.	State Institution for the Blind.	1865	Free.	Sch.	1,800
3262	Batavia, N. Y.	Union School, District No. 2.	1846	Free.	Sch.	4,983
3263	Bath, N. Y.	Library Association.	1869	Sub.	Gen.	5,500
3264	Bath Beach, N. Y.	School Library, District No. 1 (New Utrecht).			Sch.	400
3265	Bath-on-the-Hudson, N. Y.	School Library, District No. 6 (North Greenbush.)			Sch.	750
3266	Bayside, N. Y.	School Library, District No. 2 (Flushing).			Sch.	700
3267	Belfast, N. Y.	Genesee Valley Seminary.	1858	Free.	Sch.	487
3268	Bellerose, N. Y.	Union Academy.	1826	Free.	Sch.	1,418
3269	Belmont, N. Y.	Albany County Law Library.	1856	Free.	Law.	600
3270	Bennington, N. Y.	Free Library.	1865	Free.	Gen.	4,400
3271	Bethlehem Centre, N. Y.	School Library, District No. 12.			Sch.	410
3272	Binghamton, N. Y.	City School Library.	1861	Free.	Sch.	5,500
3273	Binghamton, N. Y.	Library Association.	1874	Sub.	Gen.	3,000
3274	Binghamton, N. Y.	Supreme Court Library.	1859	Free.	Law.	6,000
3275	Binghamton, N. Y.	Young Men's Christian Association.	1879	Sub.	Y. M. C. A.	650
3276	Blauvelt, N. Y.	School Library, District No. 6 (Orangetown).	1841		Sch.	400
3277	Bowmansville, N. Y.	School Library, District No. 4 (Lancaster).			Sch.	350
3278	Brentwood, N. Y.	School Library, District No. 12 (Islip).			Sch.	918
3279	Bridgehampton, N. Y.	Hampton Library.	1876	Sub.	Gen.	4,224
3280	Brookport, N. Y.	Beach Free Library*.	1872	Free.	Gen.	1,267
3281	Brookport, N. Y.	State Normal School*.		Free.	Sch.	800
3282	Brouxville, N. Y.	School Library, District No. 2 (East Chester).	1870	Free.	Sch.	1,259
3283	Brooklyn, N. Y.	Adelphi Academy.	1869	Free.	Sch.	1,846
3284	Brooklyn, N. Y.	Bedford Circulating Library.	1877	Sub.	Soc'l.	2,000
3285	Brooklyn, N. Y.	Brooklyn Collegiate and Polytechnic Institute.	1855		Col.	3,200
3286	Brooklyn, N. Y.	Brooklyn Entomological Society.	1872	Free.	Sci.	350
3287	Brooklyn, N. Y.	Brooklyn Homœopathic Hospital General Library.		Free.	Soc'l.	300
3288	Brooklyn, N. Y.	Medical Library.	1873	Free.	Med.	925
3289	Brooklyn, N. Y.	Brooklyn Law Library*.	1852	Sub.	Law.	8,137
3290	Brooklyn, N. Y. (100 Montague st.).	Brooklyn Library.	1857	Free.	Gen.	90,000
3291	Brooklyn, N. Y.	Brooklyn Society of the New Church*.	1850	Free.	The'l.	850
3292	Brooklyn, N. Y., (44 Court st.).	College Grammar School*.			Sch.	500
3293	Brooklyn, N. Y. (249 Meserole st.).	Delmonico Literary Association.	1830	Free.	Soc'l.	500
3294	Brooklyn, N. Y.	Eastern District Industrial School.			A. & R.	400
3295	Brooklyn, N. Y.	Eastern District School Library.	1866	Free.	Sch.	17,000
3296	Brooklyn, N. Y.	Long Island College Hospital.			Med.	*,000
3297	Brooklyn, N. Y. (563 Atlantic ave.).	Long Island Free Library.	1881	Free.	Gen.	4,000
3298	Brooklyn, N. Y.	Long Island Historical Society.	1863	Sub.	Hist'l.	41,000
3299	Brooklyn, N. Y. (398 Fulton st.).	Medical Society of Kings County.		Free.	Med.	2,000
3300	Brooklyn, N. Y.	Orphan Asylum Society of the city of Brooklyn*.			A. & R.	1,400
3301	Brooklyn, N. Y. (Albany ave. and Herkimer st.).	Orphan's Library of the Church Charity Foundation of Long Island.	1851	Free.	A. & R.	1,000
3302	Brooklyn, N. Y.	Packer Collegiate Institute.	1845		Sch.	4,920
3303	Brooklyn, N. Y.	St. Francis College.			Col.	3,000
3304	Brooklyn, N. Y.	St. James' Commercial College*.			Col.	1,600

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3305	Brooklyn, N. Y. (cor. Albany and St. Mark's ave.).	St. John's Home for Boys.....	1874	Free..	A. & R...	500
3306	Brooklyn, N. Y. (1310 Herkimer st.).	School Library District No. 5 (Newtown).	1840	.....	Sch.....	586
3307	Brooklyn, N. Y.....	Union for Christian Work, Free Lending Library.	1882	Free..	Soc'l.....	9,000
3308	Brooklyn, N. Y.....	Youths' Free Library, Brooklyn Institute.	1823	Both..	Soc'l.....	1,200
3309	Brooklyn, N. Y. (502 Fulton st.).	Young Men's Christian Association.	1854	Sub...	Y. M. C. A.	7,854
3310	Buffalo, N. Y.....	Buffalo Catholic Institute.....	1870	Sub...	Soc'l.....	4,000
3311	Buffalo, N. Y.....	Buffalo, Female Academy.....	1851	Free..	Sch.....	1,250
3312	Buffalo, N. Y.....	Buffalo Historical Society.....	1862	Free..	Hist'l.....	8,237
3313	Buffalo, N. Y.....	Buffalo Library.....	1836	Both..	Gen.....	53,000
3314	Buffalo, N. Y.....	Buffalo Medical Library Association.	.....	.....	Med.....	3,000
3315	Buffalo, N. Y.....	Canisius College.....	1876	Both..	Col.....	14,500
3316	Buffalo, N. Y.....	Erie County Medical Society.....	1832	Sub...	Med.....	600
3317	Buffalo, N. Y.....	Erie Railway Library Association.	.....	.....	Soc'l.....	4,000
3318	Buffalo, N. Y.....	Evangelical Lutheran St. John's Young Men's Christian Association.	1867	Free..	Y. M. C. A.	450
3319	Buffalo, N. Y.....	German Young Men's Association.	1841	Sub...	Soc'l.....	3,782
3320	Buffalo, N. Y.....	Grosvenor Public Library.....	1859	Free..	Gen.....	31,000
3321	Buffalo, N. Y. (620 Washington street).	Guard of Honor Library.....	.....	.....	Soc'l.....	1,500
3322	Buffalo, N. Y.....	High School Library.....	1850	Free..	Sch.....	1,060
3323	Buffalo, N. Y. (320 Porter avenue).	Holy Angels' Academy, Alumnae Association.	1833	Both..	Sch.....	756
3324	Buffalo, N. Y.....	Law Library Eighth Judicial District.	1863	Free..	Law.....	7,000
3325	Buffalo, N. Y. (125 Edward street).	Le Conteux, St. Mary's Institute for Deaf-Mutes.	1862	Free..	A. & R....	600
3326	Buffalo, N. Y.....	Malleable Iron Works Library Association.	1872	Sub...	Soc'l.....	600
3327	Buffalo, N. Y.....	Martin Luther College and Seminary.	1854	Free..	Col.....	2,500
3328	Buffalo, N. Y.....	Mechanics' Institute.....	1865	Sub...	Soc'l.....	6,000
3329	Buffalo, N. Y.....	Medical Department University of Buffalo.	1852	Free..	Med.....	1,500
3330	Buffalo, N. Y.....	Merchants' Exchange.....	1882	Free..	Mer.....	350
3331	Buffalo, N. Y.....	North Buffalo Catholic Institute..	1845	Sub...	Soc'l.....	745
3332	Buffalo, N. Y.....	Railroad Young Men's Christian Association.	1855	Free..	Y. M. C. A.	450
3333	Buffalo, N. Y.....	St. John's Orphan Home.....	1865	Free..	A. & R....	710
3334	Buffalo, N. Y.....	Society of Natural Sciences.....	1861	Free..	Sch.....	3,300
3335	Buffalo, N. Y.....	State Asylum.....	.....	Free..	A. & R....	586
3336	Buffalo, N. Y.....	Turnverein Library.....	.....	.....	Soc'l.....	550
3337	Buffalo, N. Y.....	Women's Educational Industrial Union.	.....	.....	.....	300
3338	Buffalo, N. Y.....	Young Men's Catholic Association.	1855	Free..	Soc'l.....	1,500
3339	Buffalo, N. Y.....	Young Men's Christian Association	1852	Free..	Y. M. C. A.	4,056
3340	Cambridge, N. Y.....	Cambridge Academy.....	1813	Sub...	Sch.....	2,450
3341	Canajoharie, N. Y.....	Union School, District No. 8.....	.....	Free..	Sch.....	1,000
3342	Canandaigua, N. Y.....	Canandaigua Academy.....	1795	Free..	Sch.....	1,200
3343	Canandaigua, N. Y.....	Fort Hill School.....	.....	.....	Sch.....	1,500
3344	Canandaigua, N. Y.....	Granger Place School.....	.....	.....	Sch.....	1,000
3345	Canandaigua, N. Y.....	School Library, District No. 11.....	.....	Free..	Sch.....	543
3346	Canandaigua, N. Y.....	School Library, District No. 13.....	.....	.....	Sch.....	673
3347	Canastota, N. Y.....	Union School and Academy, District No. 9.	.....	Free..	Sch.....	500
3348	Candor, N. Y.....	Candor Free Academy*.....	.....	Free..	Sch.....	500
3349	Canisteo, N. Y.....	Canisteo Academy.....	1871	Free..	Sch.....	500
3350	Canton, N. Y.....	Canton Theological School.....	.....	.....	The'l.....	8,000
3351	Canton, N. Y.....	St. Lawrence University, Herring Library.	1858	Free..	The'l.....	9,089
3352	Canton, N. Y.....	Union School Library.....	1842	Free..	Sch.....	645
3353	Carmel, N. Y.....	Drew Seminary and Female College.	1866	Free..	Sch.....	3,000
3354	Carmel, N. Y.....	Literary Union.....	1881	Sub...	Soc'l.....	1,251

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3355	Carthage, N. Y.	Union School Library.	1870	Free	Sch.	350
3356	Castleton, N. Y.	District School No. 2.	1843	Free	Sch.	900
3357	Catskill, N. Y.	School Library, District No. 1.			Sch.	1,672
3358	Cazenovia, N. Y.	Cazenovia Seminary			Sch.	3,000
3359	Cazenovia, N. Y.	Union Free School Library	1876	Free	Sch.	900
3360	Champlain, N. Y.	Union School, District No. 1.	1871	Free	Sch.	700
3361	Chatham, N. Y.	Union School Library.	1882	Free	Sch.	600
3362	Cheektowaga, N. Y. (Williamsville P. O.)	School District Library No. 2.		Free	Sch.	330
3363	Cheektowaga, N. Y.	School Library, District No. 4.		Free	Sch.	363
3364	Cherry Valley, N. Y.	Lancaster School	1800	Free	Sch.	325
3365	Chester, N. Y.	Union School Library.	1842	Free	Sch.	1,200
3366	Chittenango, N. Y.	Yates Union School and Academy, District No. 2.	1881	Free	Sch.	2,651
3367	Cincinnatus, N. Y.	Cincinnatus Academy	1857	Free	Sch.	500
3368	Clarence, N. Y.	Parker Union School			Sch.	1,000
3369	Claverack, N. Y.	Claverack College	1840	Free	Col.	1,350
3370	Clay, N. Y.	Clay and Lysander Library.	1840	Free	Gen.	315
3371	Clayton, N. Y.	School Library, District No. 8.		Free	Sch.	300
3372	Clifton Springs, N. Y.	Clifton Springs Seminary			Sch.	505
3373	Clifton Springs, N. Y.	Pierce Library	1879	Sub.	Gen.	1,030
3374	Clifton Springs, N. Y.	Sanitarium Library.	1861	Free	Soc'l.	2,100
3375	Clifton Springs, N. Y.	Young Men's Christian Association.			Y. M. C. A.	1,069
3376	Clinton, N. Y.	Grammar School Library	1815	Free	Sch.	350
3377	Clinton, N. Y.	Hamilton College	1812	Free	Col.	21,000
3378	Clinton, N. Y.	Law School	1861	Free	Law	6,000
3379	Clinton, N. Y.	Litchfield Observatory			Sci.	1,000
3380	Clinton, N. Y.	Houghton Seminary	1851		Sch.	1,000
3381	Clyde, N. Y.	High School, District No. 16.	1855	Free	Sch.	400
3382	Cochecton, N. Y.	School Library, District No. 7.	1805		Sch.	301
3383	Cohoes, N. Y.	City Library	1874	Free	Gen.	2,000
3384	Cold Spring, N. Y.	Library Association	1866	Sub.	Gen.	3,000
3385	College Point, N. Y.	Harmonie Society	1855	Sub.	Soc'l.	1,222
3386	College Point, N. Y.	Poppenhusen Institute	1870	Free	Gen.	2,035
3387	College Point, N. Y.	Turner Society	1860	Free	Soc'l.	500
3388	Community, N. Y.	Oneida Community Library	1848	Free	Soc'l.	4,000
3389	Coopersstown, N. Y.	Union School Library	1870	Free	Sch.	1,800
3390	Corning, N. Y.	Library Association	1873	Sub.	Gen.	8,600
3391	Cornwall, N. Y.	Young Men's Christian Association.			Y. M. C. A.	300
3392	Cornwall-on-the-Hudson, N. Y.	Circulating Library.	1869	Both.	Soc'l.	3,100
3393	Cornwall-on-the-Hudson, N. Y.	School Library, District No. 4.	1850	Free	Sch.	1,043
3394	Cortland, N. Y.	State Normal and Training School.	1869	Free	Sch.	2,659
3395	Coxsackie, N. Y.	Coxsackie Academy	1840	Free	Sch.	540
3396	Cuba, N. Y.	Circulating Library	1872	Sub.	Soc'l.	1,300
3397	Dansville, N. Y.	Union School Library.		Free	Sch.	1,000
3398	David's Island, N. Y. (P. O., Pelham).	Depot Library		Free	Gar.	2,469
3399	Delhi, N. Y.	Delaware Academy.	1825	Free	Sch.	2,000
3400	Dobb's Ferry, N. Y.	School Library, District No. 3 (Greenburgh).			Sch.	660
3401	Dunkirk, N. Y.	Union School Library*		Free	Sch.	685
3402	Dryden, N. Y.	Union School, District No. 8.	1871	Free	Sch.	610
3403	East Bloomfield, N. Y.	Union School Library	1877	Free	Sch.	500
3404	East New York, N. Y.	St. Malachy's Home	1870	Free	A. & R.	475
3405	East Shore, N. Y. (P. O., Tomkinsville).	Young Men's Christian Association.			Y. M. C. A.	460
3406	Eddytown, N. Y.	Starkey Seminary	1844	Free	Sch.	3,000
3407	Elbridge, N. Y.	Manro Collegiate Institute	1845	Free	Sch.	910
3408	Elizabethtown, N. Y.	Union School Library		Free	Sch.	400
3409	Ellington, N. Y.	Ellington Academy*	1853	Free	Sch.	410
3410	Elmira, N. Y.	Elmira Farmers' Club*	1872	Free	Soc'l.	2,000
3411	Elmira, N. Y.	German Library Association	1859	Sub.	Soc'l.	1,413
3412	Elmira, N. Y.	Losie's Circulating Library.	1880	Sub.	Soc'l.	1,300
3413	Elmira, N. Y.	Railroad Young Men's Christian Association.	1880	Free	Y. M. C. A.	600
3414	Elmira, N. Y.	State Reformatory	1876	Free	A. & R.	3,200

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3415	Elmira, N. Y.	Young Men's Christian Association.	1858	Sub...	Y. M. C. A.	3, 890
3416	Fairfield, N. Y.	Fairfield Seminary*.			Sch.	3, 600
3417	Fayetteville, N. Y.	Union School, District No. 11 (Manlius).		Free.	Sch.	700
3418	Fishkill, N. Y.	School Library, District No. 3.			Sch.	796
3419	Flatbush, N. Y.	Erasmus Hall Academy.	1787	Free.	Sch.	2, 000
3420	Flatbush, N. Y.	School Library, District No. 1.	1840	Free.	Sch.	2, 237
3421	Flatlands, N. Y.	School Library, District No. 1.			Sch.	869
3422	Flatlands, N. Y.	School Library, District No. 2.			Sch.	345
3423	Florida, N. Y.	Seward Institute.			Sch.	350
3424	Flushing, N. Y.	Flushing Institute.			Sch.	600
3425	Flushing, N. Y.	High School*.		Free.	Sch.	2, 000
3426	Flushing, N. Y.	Sanford Hall Asylum.	1849		A. & R.	600
3427	Flushing, N. Y.	Union School, District No. 5.		Free.	Sch.	2, 000
3428	Forestville, N. Y.	Forestville Free Academy and Union School.*		Free.	Sch.	700
3429	Fort Covington, N. Y.	Fort Covington Academy.	1848	Free.	Sch.	800
3430	Fort Covington, N. Y.	School Library, District No. 1.			Sch.	306
3431	Fort Edward, N. Y.	Fort Edward Collegiate Institute.	1854		Sch.	1, 000
3432	Fort Edward, N. Y. (Union School build'g).	Union School Library.	1849	Free.	Sch.	1, 100
3433	Fort Hamilton, N. Y.	Post Library.		Free.	Gar.	306
3434	Fort Hamilton, N. Y.	School Library, District No. 4 (New Utrecht).			Sch.	874
3435	Fort Plain, N. Y.	Clinton Liberal Institute*.		Free.	Sch.	3, 200
3436	Fort Plain, N. Y.	School Library, District No. 7 (Minden).			Sch.	588
3437	Frankfort, N. Y.	School Library, District No. 9.			Sch.	300
3438	Franklin, N. Y.	Delaware Literary Institute.	1835	Free.	Sch.	2, 000
3439	Franklinville, N. Y.	Ten-Broeck Free Academy.	1867	Free.	Sch.	700
3440	Fredonia, N. Y.	Darum R. Barker Library.	1883	Sub.		1, 555
3441	Fredonia, N. Y.	School Library, District No. 8 (Pomfret).	1847		Sch.	700
3442	Fredonia, N. Y.	State Normal and Training School.	1867	Free.	Sch.	2, 000
3443	Friendship, N. Y.	Friendship Academy.	1849	Free.	Sch.	600
3444	Fulton, N. Y.	Union School and Academy.	1836	Free.	Sch.	1, 000
3445	Garden City, N. Y.	Cathedral Library of the Incarnation.	1878	Free.		1, 660
3446	Garden City, N. Y.	St. Mary's (Cathedral) School.			Sch.	300
3447	Garden City, N. Y.	St. Paul's (Cathedral) School.			Sch.	1, 000
3448	Geneva, N. Y.	Free School Library*.	1839	Free.	Sch.	2, 250
3449	Geneseo, N. Y.	School Library, District No. 5.			Sch.	625
3450	Geneseo, N. Y.	Wadsworth Library.	1843	Free.	Gen.	10, 000
3451	Geneva, N. Y.	Hobart College.	1824	Free.	Col.	15, 285
3452	Gilbertsville, N. Y.	Gilbertsville Academy.	1840	Free.	Sch.	510
3453	Glen, N. Y.	Union School, District No. 4.		Free.	Sch.	350
3454	Glen Cove, N. Y.	School Library, District No. 5.	1838	Free.	Sch.	600
3455	Glens Falls, N. Y.	Library Association.	1841	Sub.	Gen.	2, 000
3456	Glens Falls, N. Y.	Union School, District No. 1.	1881	Free.	Sch.	742
3457	Glenham, N. Y.	Union Free School.		Free.	Sch.	796
3458	Glen Head, N. Y.	School Library, District No. 2 (Oyster Bay).			Sch.	400
3459	Gloversville, N. Y.	Levi Parsons Library.	1880	Sub.	Gen.	6, 781
3460	Gloversville, N. Y.	Union School, District No. 16 (Johnstown).	1854	Free.	Sch.	300
3461	Goshen, N. Y.	School Library, District No. 8.			Sch.	483
3462	Goshen, N. Y.	Young Men's Christian Association.	1865	Sub.	Y. M. C. A.	900
3463	Gouverneur, N. Y.	Gouverneur Wesleyan Seminary.			Sch.	800
3464	Gowanda, N. Y.	Union School Library.	1837		Sch.	320
3465	Gravesend, N. Y.	School Library, District No. 1.	1850	Free.	Sch.	600
3466	Great Neck, N. Y.	School Library, District No. 7.			Sch.	350
3467	Greenbush, N. Y.	School Library, District No. 1.	1860	Free.	Sch.	315
3468	Greene, N. Y.	Union School Library.		Free.	Sch.	1, 170
3469	Green Island, N. Y.	School Library, District No. 23 (Watervliet).	1856	Free.	Sch.	745
3470	Greenport, N. Y.	Union School Library.		Free.	Sch.	400
3471	Greenville, N. Y.	Greenville Academy.	1816	Free.	Sch.	354
3472	Greenwich, N. Y.	Circulating Library.	1877	Sub.	Soc'l	1, 362
3473	Groten, N. Y.	Union School, District No. 8.	1837	Free.	Sch.	750
3474	Hamburg, N. Y.	Union School Library*.	1893	Free.	Sch.	699
3475	Hamilton, N. Y.	Colgate Academy.	1873	Free.	Sch.	1, 500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3476	Hamilton, N. Y. ....	Madison University .....	1820	.....	Col. ....	18,000
3477	Hamilton, N. Y. ....	Beta Theta Society .....	1880	Free ..	Soc'y .....	1,000
3478	Hamilton, N. Y. ....	Union School Library .....	1856	Free ..	Sch. ....	500
3479	Hammondsport, N. Y. ....	Hammondsport Library .....	1884	Sub. ....	Gen. ....	240
3480	Hancock, N. Y. ....	Union School Library .....	.....	Free ..	Sch. ....	350
3481	Hartwick Seminary, N. Y. ....	Hartwick Seminary .....	1815	Free ..	Sch. ....	4,000
3482	Hastings-on-Hudson, N. Y. ....	School Library, District No. 4 (Greenburgh). ....	.....	.....	Sch. ....	400
3483	Havana, N. Y. ....	Cook Academy .....	1872	Free ..	Sch. ....	1,200
3484	Havana, N. Y. ....	Havana Library .....	1873	Sub. ....	Gen. ....	1,400
3485	Haverstraw, N. Y. ....	Mountain Institute .....	.....	.....	Sch. ....	300
3486	Haverstraw, N. Y. ....	School Library, District No. 1. ....	1850	.....	Sch. ....	652
3487	Hempstead, N. Y. ....	Hempstead Institute .....	1861	Free ..	Sch. ....	1,000
3488	Hempstead, N. Y. ....	School Library, District No. 1 .....	1849	Free ..	Sch. ....	1,354
3489	High Falls, N. Y. ....	School Library, District No. 1 (Marbletown). ....	.....	.....	Sch. ....	300
3490	Highland Falls, N. Y. ....	Morgan Circulating Library .....	1884	Sub. ....	Soc'l .....	1,161
3491	Highland Falls, N. Y. ....	School Library, District No. 2. ....	.....	.....	Sch. ....	515
3492	Himrods, N. Y. ....	Georgic Library* .....	1855	Free ..	Gen. ....	2,030
3493	Holland Patent, N. Y. ....	Union School, District No. 2*. ....	1872	Free ..	Sch. ....	1,100
3494	Holley, N. Y. ....	Union School Library .....	1868	Free ..	Sch. ....	649
3495	Homer, N. Y. ....	Academy and Union School, Dis- trict No. 1. ....	1819	Free ..	Sch. ....	1,850
3496	Hogansburg, N. Y. ....	School Library, District No. 1 (Bombay). ....	.....	.....	Sch. ....	350
3497	Hooisic Falls, N. Y. ....	School Library, District No. 1 ....	1863	Free ..	Sch. ....	925
3498	Hornellsville, N. Y. ....	Free Academy .....	.....	Free ..	Sch. ....	282
3499	Hornellsville, N. Y. ....	Hornell Library .....	1868	Free ..	Gen. ....	7,200
3500	Hornellsville, N. Y. ....	Railroad Young Men's Christian Association. ....	1882	Sub. ....	Y. M. C. A. ....	530
3501	Hudson, N. Y. ....	Franklin Library* .....	1837	Sub. ....	Gen. ....	4,674
3502	Hudson, N. Y. ....	Hudson Academy* .....	.....	.....	Sch. ....	305
3503	Hudson, N. Y. ....	Young Men's Christian Associa- tion. ....	1866	Free ..	Y. M. C. A. ....	1,050
3504	Huntington, N. Y. ....	Northport Literary Union .....	1882	Sub. ....	.....	300
3505	Huntington, N. Y. ....	Public Library .....	1875	Sub. ....	Gen. ....	2,300
3506	Huntington, N. Y. ....	Union School Library .....	1858	Free ..	Sch. ....	900
3507	Hurley, N. Y. ....	School Library, District No. 4 .....	1840	Free ..	Sch. ....	302
3508	Irrington, N. Y. ....	School Library, District No. 2 (Greenburgh). ....	.....	.....	Sch. ....	1,600
3509	Ithaca, N. Y. ....	Cornell Library .....	1866	Free ..	Gen. ....	13,851
3510	Ithaca, N. Y. ....	Cornell University .....	1863	Free ..	Col. ....	54,840
3511	Ithaca, N. Y. ....	High School Library .....	1875	Free ..	Sch. ....	1,774
3512	Jamaica (L. I.), N. Y. ....	School Library, District No. 4 .....	.....	.....	Sch. ....	1,000
3513	Jamestown, N. Y. ....	City Library* .....	1877	Sub. ....	Gen. ....	800
3514	Jamestown, N. Y. ....	Union School and Collegiate In- stitute. ....	1866	Free ..	Sch. ....	2,521
3515	Jamestown, N. Y. ....	Young Men's Christian Association .....	1875	Sub. ....	Y. M. C. A. ....	1,300
3516	Jericho, N. Y. ....	School Library, District No. 15. ....	.....	.....	Sch. ....	468
3517	Johnstown, N. Y. ....	Union School, District No. 4 .....	1869	Free ..	Sch. ....	3,000
3518	Jordan, N. Y. ....	Free Academy .....	1865	Free ..	Sch. ....	950
3519	Katonah, N. Y. ....	Village Library .....	1880	Sub. ....	Gen. ....	1,000
3520	Keseeville, N. Y. ....	Union School Library .....	1870	Free ..	Sch. ....	1,000
3521	Kingsborough, N. Y. ....	School Library, District No. 17 (Johnstown). ....	1846	.....	Sch. ....	367
3522	Kingston, N. Y. ....	Kingston Academy .....	.....	.....	Sch. ....	1,145
3523	Kingston, N. Y. ....	School Library, District No. 5 .....	1774	.....	Sch. ....	1,770
3524	Kingston, N. Y. ....	Supreme Court, Third Judicial District. ....	1874	.....	Law .....	3,000
3525	Kingston, N. Y. ....	Young Men's Christian Association .....	.....	.....	Y. M. C. A. ....	450
3526	Knoxboro', N. Y. ....	School Library, District No. 13. ....	.....	.....	Sch. ....	300
3527	Lancaster, N. Y. ....	School Library, District No. 8. ....	.....	.....	Sch. ....	325
3528	Lansburg, N. Y. ....	School Library, District No. 1. ....	.....	.....	Sch. ....	1,800
3529	Lawrence Station, N. Y. ....	School Library, District No. 15. ....	1851	Free ..	Sch. ....	335
3530	Lawrenceville, N. Y. ....	Lawrenceville Academy .....	1861	Free ..	Sch. ....	360
3531	Le Roy, N. Y. ....	Ingham University and Altonia Libraries. ....	1850	Free ..	Col. ....	3,000
3532	Le Roy, N. Y. ....	Ladies' Library Association .....	1874	Sub. ....	Soc'l .....	2,020
3533	Le Roy, N. Y. ....	Le Roy Academic Institute .....	1864	Sub. ....	Sch. ....	1,068
3534	Lewiston, N. Y. ....	School Library, District No. 1. ....	1845	.....	Sch. ....	382
3535	Lisle, N. Y. ....	Academy and Union School .....	1867	Free ..	Sch. ....	447

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3536	Little Falls, N. Y.	Union School Library	1873	Free	Sch.	2,000
3537	Little Falls, N. Y.	Young Men's Christian Association	1881	Sub.	Y. M. C. A.	428
3538	Little Valley, N. Y.	Union School, District No. 3	1881	Free	Sch.	475
3539	Lockport, N. Y.	Union School District Library	1848	Free	Sch.	4,100
3540	Locust Valley, N. Y.	School Library, District No. 4			Sch.	550
3541	Long Island City, N. Y.	Fourth Ward School Library (Astoria).			Sch.	600
3542	Lyons, N. Y.	School Library, District No. 6			Sch.	1,500
3543	Macedon Center, N. Y.	Macedon Academy	1844	Free	Sch.	320
3544	Malone, N. Y.	School District Library	1865	Free	Sch.	3,000
3545	Manlius, N. Y.	St. John's Military School			Sch.	300
3546	Marion, N. Y.	Collegiate Institute	1856	Free	Col.	600
3547	Maspeth, N. Y.	School Library, District No. 5 (Newtown).	1830	Free	Sch.	550
3548	Matteawan, N. Y.	Howland Circulating Library	1872	Sub.	Soc'l.	5,000
3549	Mayville, N. Y.	School Library, District No. 1 (Chautauqua).	1823		Sch.	753
3550	Mayville, N. Y.	Union School Library*		Free	Sch.	590
3551	Mechanicsville, N. Y.	Mechanicsville Academy	1862	Free	Sch.	400
3552	Mechanicsville, N. Y.	School Library, District No. 10 (Stillwater).			Sch.	500
3553	Medina, N. Y.	Medina Academy	1850	Free	Sch.	1,400
3554	Medina, N. Y.	Young Men's Christian Association	1879	Free	Y. M. C. A.	650
3555	Mexico, N. Y.	Mexico Academy	1826	Free	Sch.	1,413
3556	Mexico, N. Y.	School Library, District No. 8	1840	Free	Sch.	359
3557	Middleburgh, N. Y.	Academy and Union School	1883	Free	Sch.	525
3558	Middletown, N. Y.	Public School Library	1879	Free	Sch.	3,472
3559	Middletown, N. Y.	State Homeopathic Asylum for the Insane.	1877	Free	A. & R.	1,500
3560	Milford, Y. N.	School Library, District No. 1	1850		Sch.	450
3561	Montgomery, N. Y.	School Library, District No. 7			Sch.	700
3562	Moravia, N. Y.	Union School, District No. 1	1868	Free	Sch.	710
3563	Moriah, N. Y.	Sherman Academy	1873	Free	Sch.	400
3564	Morris, N. Y.	School Library, District No. 1	1845		Sch.	440
3565	Morris, N. Y.	Union School Library		Free	Sch.	605
3566	Morrisville, N. Y.	Chambers' Loan Library	1867	Sub.	Soc'l.	550
3567	Morrisville, N. Y.	Madison County Law Library	1866	Free	Law	627
3568	Mt. Morris, N. Y.	Union School Library	1866	Free	Sch.	1,700
3569	Mountainville, N. Y.	Houghton Farm Agricultural Library.	1876	Free	Sci.	600
3570	Mt. Vernon, N. Y.	School Library, District No. 1 (Eastchester).	1850		Sch.	475
3571	Mt. Vernon, N. Y.	School Library, District No. 2 (Eastchester).	1872		Sch.	1,245
3572	Mt. Vernon, N. Y.	School Library, District No. 4 (Eastchester).	1856	Free	Sch.	2,968
3573	Mt. Vernon, N. Y.	School Library, District No. 5 (Eastchester).	1856	Free	Sch.	720
3574	Mt. Vernon, N. Y.	Warburg Orphans' Farm School.	1866	Free	A. & R.	500
3575	Nanuet, N. Y.	School Library, District No. 7 (Clarkstown).	1839		Sch.	327
3576	Nanuet, N. Y.	School Library, District No. 8 (Clarkstown).	1839		Sch.	390
3577	Naples, N. Y.	Naples Academy*	1862	Free	Sch.	1,365
3578	Nowark, N. Y.	Union School and Academy	1849	Free	Sch.	1,200
3579	Newark Valley, N. Y.	Public Library	1881	Free	Gen.	621
3580	New Berlin, N. Y.	New Berlin Academy	1880	Free	Sch.	600
3581	New Brighton, N. Y.	Sailors' Snug Harbor	1837	Free	Soc'l.	1,850
3582	New Brighton, N. Y.	School Library, District No. 3 (Castleton).	1855		Sch.	810
3583	Newburg, N. Y.	Free Library	1852	Free	Gen.	15,229
3584	Newburg, N. Y.	Gormly Seminary	1875	Free	Sch.	500
3585	Newburg, N. Y.	Law Library, Second Judicial District.	1880	Free	Law	1,500
3586	Newburg, N. Y.	School Library, District No. 1 (New Windsor).	1835	Free	Sch.	450
3587	Nowburg, N. Y.	Siglar's Preparatory School			Sch.	450
3588	Newburg, N. Y.	Theological Seminary	1805	Free	The'l.	3,500
3589	Newburg, N. Y.	Young Men's Christian Association	1881	Free	Y. M. C. A.	1,300
3590	New Hartford, N. Y.	Union School, District No. 1	1837	Free	Sch.	480
3591	New Paltz, N. Y.	New Paltz Academy*			Sch.	500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3592	Newport, N. Y. ....	School Library, District No. 1. ....			Sch. ....	447
3593	Newtown, N. Y. ....	School Library, District No. 7. ....	1849	Free..	Sch. ....	350
3594	New Utrecht, N. Y. ....	Bay Ridge School, District No. 2. ....	1830	Free..	Sch. ....	547
3595	New York, N. Y. (24 Ward st.).	Academy of Mt. St. Vincent on the Hudson. ....	1847	Sub..	Sch. ....	2,921
3596	New York, N. Y. ....	Academy of Sciences. ....	1818		Sci. ....	8,000
3597	New York, N. Y. ....	Academy of the Holy Cross*. ....			Sch. ....	800
3598	New York, N. Y. (Manhattanville, 130th st.).	Academy of the Sacred Heart. ....	1849	Sub..	Sch. ....	4,450
3599	New York, N. Y. ....	Alms House, P. E. City Mission Society. ....				900
3600	New York, N. Y. ....	American Bible Society. ....	1817		The'l. ....	3,900
3601	New York, N. Y. (University building).	American Chemical Society. ....	1876	Free..	Sci. ....	1,200
3602	New York, N. Y. ....	American Ethnological Society*. ....	1842		Sci. ....	a 500
3603	New York, N. Y. (11 W. 29th st.).	American Geographical Society. ....	1852	Sub..	Sci. ....	18,000
3604	New York, N. Y. (Chnton Hall).	American Institute. ....	1833	Free..	Soc'l. ....	13,000
3605	New York, N. Y. ....	American Institute of Architects*. ....	1868		Sci. ....	350
3606	New York, N. Y. ....	American Institute of Mining Engineers. ....	1871		Sci. ....	2,000
3607	New York, N. Y. (Central Park, 77th st., and 8th av.).	American Museum of Natural History. ....	1869	Free..	Sci. ....	6,094
3608	New York, N. Y. (University building).	American Numismatic and Archaeological Society. ....	1857	Free..	Sci. ....	1,000
3609	New York, N. Y. (80 Wall st.).	American Seamen's Friend Society. ....	1833			38,592
3610	New York, N. Y. (123 E. 23d st.).	American Society of Civil Engineers. ....	1852	Free..	Sci. ....	16,375
3611	New York, N. Y. ....	Apprentices' Library. ....	1820	Free..	Soc'l. ....	68,537
3612	New York, N. Y. (74 E. 4th st.).	Aschenbroedel-Verein. ....	1861	Free..	Soc'l. ....	3,000
3613	New York, N. Y. ....	Astor Library. ....	1849	Free..	Gen. ....	223,284
3614	New York, N. Y. (7 W. 29th st.).	Bar Association of the City of New York. ....	1870	Sub..	Law. ....	27,237
3615	New York, N. Y. ....	Berkeley School. ....			Sch. ....	1,000
3616	New York, N. Y. ....	Board of Education. ....	1872		Special. ....	1,000
3617	New York, N. Y. (55 Liberty st.).	Board of Trade and Transportation. ....	1873		Mer. ....	600
3618	New York, N. Y. (395 Broome st.).	Broome Street Free Library. ....	1885	Free..	Gen. ....	2,258
3619	New York, N. Y. ....	Century Club*. ....	1847	Free..	Soc'l. ....	4,536
3620	New York, N. Y. ....	Charity Hospital. ....		Free..		2,200
3621	New York, N. Y. (Blackwell's Island).	Charity Hospital Training School for Nurses. ....	1880	Free..	Sch. ....	700
3622	New York, N. Y. ....	Christian Home for Intemperate Men. ....	1882	Free..	A. & R. ....	670
3623	New York, N. Y. (City Hall).	City Library. ....		Free..	Law. ....	6,500
3624	New York, N. Y. ....	College of Pharmacy of the city of New York. ....			Sci. ....	3,500
3625	New York, N. Y. ....	College of St. Francis Xavier. ....			Col. ....	22,000
3626	New York, N. Y. (Lexington av. and 23d st.).	College of the City of New York. ....	1850	Free..	Col. ....	22,424
3627	New York, N. Y. ....	Clonian Society. ....	1853		Soc'y. ....	1,400
3628	New York, N. Y. ....	Phrenocosmian Society. ....	1853	Sub..	Soc'y. ....	1,600
3629	New York, N. Y. ....	Colored Home and Hospital. ....	1881		Med. ....	625
3630	New York, N. Y. ....	Colored Orphan Asylum. ....	1837		A. & R. ....	700
3631	New York, N. Y. ....	Columbia College. ....	1757	Free..	Col. ....	68,378
3632	New York, N. Y. ....	Cooper Union. ....	1859	Free..	Gen. ....	20,000
3633	New York, N. Y. ....	De la Salle Institute. ....			Sch. ....	2,000
3634	New York, N. Y. (280 Livingston st.).	De Witt Memorial Library. ....	1880	Free..		2,106
3635	New York, N. Y. ....	Eclectic Medical College of the City of New York. ....			Med. ....	*600
3636	New York, N. Y. ....	Emigrant Hospital. ....		Free..	Soc'l. ....	778
3637	New York, N. Y. (120 Broadway).	Equitable Life Assurance Society. ....	1876		Law. ....	7,000
3638	New York, N. Y. (cor. Broome and Elizabeth sts.).	Evangelical Lutheran St. Matthew's Young Men's Association. ....	1871	Free..	Soc'l. ....	970

\*From a return for 1881.

a Deposited with the American Museum of Natural History

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
2630	New York, N. Y. (135 Greenwich st.).	First Ward Free Circulating Library.	1863	Free..	Soc'l.....	775
2640	New York, N. Y. ....	Five Points House of Industry...	.....	.....	A. & R....	1,000
2641	New York, N. Y. (49 Bond st. and 135 2d ave.).	Free Circulating Library and Ottendorfer Branch.	1880	Free..	Soc'l.....	21,624
2642	New York, N. Y. (61 Park st.).	Free Reading Room and Library.*	1869	Free..	Soc'l.....	2,400
2643	New York, N. Y. (140 E. 4th st.).	Freie Deutsche Schule.....	.....	.....	Sch.....	400
2644	New York, N. Y. ....	French Protestant Institution...	.....	.....	Sch.....	600
2645	New York, N. Y. 403 W. 20th st.).	General Theological Seminary of the Protestant Episcopal Church.	1820	Free..	The'l.....	19,000
2646	New York, N. Y. (137 2d st.).	German Hospital and Dispensary.	1858	Free..	Med.....	3,000
2647	New York, N. Y. (111-119 E. 58th st.).	German Liederkrantz of the City of New York.	1864	Free..	Soc'l.....	4,000
2648	New York, N. Y. (26 State st.).	German Lutheran Emigrant House.	1873	Free..	.....	400
2649	New York, N. Y. (70 Ludlow st.).	Gilbert Library of New York County Jail.	1875	Free..	A. & R....	1,000
2650	New York, N. Y. ....	Grand Lodge, Free and Accepted Masons.	1870	Free..	Masonic...	10,000
2651	New York, N. Y. (2238 3d ave.).	Harlem Library.....	1826	Sub...	Soc'l.....	12,000
2652	New York, N. Y. (129th st. and 4th ave.).	Harlem Library, I. O. O. F.....	1864	Free..	I. O. O. F..	2,000
2653	New York, N. Y. ....	Harmonie Social Club*.....	1860	Free..	Soc'l.....	10,000
2654	New York, N. Y. (301 Mott st.).	Health Department.....	1873	Free..	San. Sci...	2,527
2655	New York, N. Y. (206 E. Broadway.).	Hebrew Free School Association.	1884	Free..	Soc'l.....	2,891
2656	New York, N. Y. ....	Hebrew Orphan Asylum.....	1871	Free..	A. & R....	2,000
2657	New York, N. Y. ....	Home for the Friendless of the American Female Guardian Society.	.....	.....	A. & R....	325
2658	New York, N. Y. (Ward's Island.).	Homœopathic Hospital.....	.....	.....	Med.....	676
2659	New York, N. Y. ....	Hospital of New York Society for the Relief of Ruptured and Crippled, Library for Crippled Children.	.....	.....	A. & R....	695
2660	New York, N. Y. (203 Mulberry st.).	House of Detention .....	1875	Free..	A. & R....	600
2661	New York, N. Y. ....	House of Refuge .....	1850	Sub...	A. & R....	4,086
2662	New York, N. Y. ....	House of Rest.....	1882	Free..	A. & R....	500
2663	New York, N. Y. (216 West 25th st.).	Huguenot Society of America...	1833	Free..	Soc'l.....	400
2664	New York, N. Y. ....	Industrial Schools of the American Female Guardian Society.	.....	.....	A. & R....	3,000
2665	New York, N. Y. ....	Institution for the Improved Instruction of Deaf-Mutes.	.....	.....	Sch.....	561
2666	New York, N. Y. ....	Institution for the Instruction of the Deaf and Dumb.	.....	.....	Sch.....	3,197
2667	New York, N. Y. (156 Leonard st.).	Italian School Circulating Library.	1874	Free..	Sch.....	455
2668	New York, N. Y. (161st st., near Tenth ave.).	John MacMullen's School .....	1860	Free..	Sch.....	500
2669	New York, N. Y. ....	Law Institute .....	1826	Free..	Law.....	34,000
2670	New York, N. Y. ....	Leake and Watts Orphan House..	.....	.....	A. & R....	800
2671	New York, N. Y. (890 Fifth ave., bet. 70th and 71st sts.).	Lenox Library.....	1870	.....	.....	25,000
2672	New York, N. Y. ....	Linnean Society of New York....	1878	.....	Soc'l.....	500
2673	New York, N. Y. (147 Fifth ave.).	Lotos Club .....	1870	Free..	Soc'l.....	1,000
2674	New York, N. Y. ....	Lunatic Asylum for Females, Protestant Episcopal City Mission Society.	.....	.....	.....	1,000
2675	New York, N. Y. (908 Third ave.).	Maimonide's Library, Independent Order B'nai B'rith.	1852	Free..	Soc'l.....	26,840

\*From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3676	New York, N. Y. (213 West 32d st.).	Manhattan Academy.....	.....	.....	Sch.....	1,000
3677	New York, N. Y. ....	Manhattan College.....	.....	.....	Col.....	6,200
3678	New York, N. Y. ....	Maritime Exchange.....	1873	.....	Mer.....	1,100
3679	New York, N. Y. (57 Broadway).	Medico-Legal Society of New York.	1873	Free..	Med.....	1,200
3680	New York, N. Y. (19 Astor place.).	Mercantile Library Association..	1820	Sub...	Mer.....	210,431
3681	New York, N. Y. ....	Metropolitan Museum of Art.....	1872	Sub...	Sci.....	1,371
3682	New York, N. Y. (Governor's Island).	Military Service Institution.....	1879	Free..	Gar.....	5,000
3683	New York, N. Y. (Lexington ave. and 66th st.).	Mt. Sinai Hospital, Medical Library.	1855	Free..	Med.....	300
3684	New York, N. Y. ....	National Board of Fire Underwriters.	1872	Free..	Soc'l.....	500
3685	New York, N. Y. (12 West 31st st.).	New York Academy of Medicine.	1847	Free..	Med.....	30,000
3686	New York, N. Y. (64 Madison ave.).	New York Genealogical and Biographical Society.	1869	Free..	Hist'l....	3,000
3687	New York, N. Y. (170 Second ave.).	New York Historical Society.....	1804	Sub...	Hist'l....	75,000
3688	New York, N. Y. (8 W. 10th st.).	New York Hospital.....	1796	Free..	Med.....	16,000
3689	New York, N. Y. (34th st. and Ninth ave.).	New York Institution for the Blind.	1831	.....	Sch.....	4,737
3690	New York, N. Y. (176th st. and Tenth ave.).	New York Juvenile Asylum.....	1852	Free..	A. & R....	1,300
3691	New York, N. Y. ....	New York Press Club.....	1873	.....	Soc'l.....	2,000
3692	New York, N. Y. ....	New York Produce Exchange.....	1874	Free..	Mer.....	3,000
3693	New York, N. Y. (67 University place.).	New York Society Library.....	1754	.....	Soc'l.....	80,000
3694	New York, N. Y. (426 E. 25th st.).	New York Training School for Nurses, Bellevue Hospital.	.....	.....	Sch.....	450
3695	New York, N. Y. (66 and 68 E. 4th st.).	New York Turnverein Bibliothek	1853	Free..	Soc'l.....	4,800
3696	New York, N. Y. ....	Normal College.....	.....	.....	Col.....	750
3697	New York, N. Y. (63 Second st.).	Olivet Church Library.....	1833	Free..	Soc'l.....	1,800
3698	New York, N. Y. (201 E. 23d st.).	Ophthalmic Hospital of New York.	1871	Free..	Med.....	350
3699	New York, N. Y. ....	Orphan Asylum Society of the City of New York.	.....	.....	A. & R....	400
3700	New York, N. Y. ....	Orphans' Home and Asylum of the Protestant Episcopal Church.	.....	.....	A. & R....	368
3701	New York, N. Y. (805 Broadway).	Packard's Business College.....	1858	.....	Sch.....	600
3702	New York, N. Y. (23 Center st.).	Presbyterian Board of Foreign Missions.	1831	.....	The'l....	5,000
3703	New York, N. Y. (65 Bible House.).	Prison Association of New York.	1840	Free..	Soc'l.....	2,000
3704	New York, N. Y. (66 Third ave.).	Public Charities and Correction, City Prison.	.....	.....	A. & R....	960
3705	New York, N. Y. ....	Penitentiary.....	.....	.....	A. & R....	1,400
3706	New York, N. Y. (Blackwell's Island).	Workhouse.....	1879	Free..	A. & K....	1,610
3707	New York, N. Y. ....	Rutgers Female College.....	.....	.....	Col.....	*000
3708	New York, N. Y. (308 Mulberry st.).	St. Barnabas' Free Library.....	1864	Free..	A. & R....	630
3709	New York, N. Y. ....	St. Bridget's Academy.....	.....	.....	Sch.....	300
3710	New York, N. Y. (605-613 5th st.).	St. Francis' Hospital.....	1865	Free..	Soc'l.....	1,035
3711	New York, N. Y. ....	St. Joseph's Sodality.....	1832	Free..	Soc'l.....	500
3712	New York, N. Y. (283 E. 10th st.).	St. Mark's Chapel Library.....	1834	Free..	Soc'l.....	3,000
3713	New York, N. Y. ....	St. Vincent's Industrial School.....	.....	.....	A. & R....	450
3714	New York, N. Y. (504 W. 129th street).	Sheltering Arms.....	1870	Free..	A. & R....	500
3715	New York, N. Y. ....	Society for Medico-Scientific Investigation.	1833	Free..	Med.....	2,000
3716	New York, N. Y. (135 E. 42d street).	Society for the Relief of Ruptured and Crippled.	1863	Free..	A. & R....	1,242

\*From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When finished.	Free or subscription.	Class.	Number of volumes.
3717	New York, N. Y. ....	Society of St. Johnland.....	1870	Free..	Soc'l.....	1,800
3718	New York, N. Y. ....	Superior Court of the city of New York.	1872	Free..	Law.....	3,000
3719	New York, N. Y. ....	Union League Club.....	1863	Free..	Soc'l.....	6,200
3720	New York, N. Y. (1200 Park avenue).	Union Theological Seminary.....	1838	Sub..	The'l.....	50,000
3721	New York, N. Y. (navy-yard).	United States Naval Lyceum.....	1833	Sub..	Soc'l.....	5,369
3722	New York, N. Y. ....	University Club Library *.....	1879	Free..	Soc'l.....	2,907
3723	New York, N. Y. ....	University of the City of New York.	1832	Free..	Col.....	5,250
3724	New York, N. Y. ....	Johnston Law Library.....	1860	Free..	Law.....	4,000
3725	New York, N. Y. (10th avenue, corner 156th street).	Washington Heights Library.....	1867	Free..	.....	5,738
3726	New York, N. Y. (75 W. 53th street).	Weil's, Mrs. Leopold, School for Young Ladies.	.....	.....	Sch.....	700
3727	New York, N. Y. ....	West Side Railroad Reading Rooms.	1872	Free..	Soc'l.....	500
3728	New York, N. Y. (125th street and Saint Mark's place).	Wilson Mission Circulating Library.	1880	Free..	Soc'l.....	650
3729	New York, N. Y. (19 Clinton Place).	Woman's Library.....	1846	Both..	Soc'l.....	3,000
3730	New York, N. Y. ....	Xavier Union of the City of New York.	1871	Free..	Soc'l.....	13,746
3731	New York, N. Y. ....	Young Ladies' Christian Union...	1859	Free..	Soc'l.....	600
3732	New York, N. Y. ....	Young Men's Christian Association.	1852	Free..	Y. M. C. A.	33,111
3733	New York, N. Y. ....	Young Men's Christian Association (German Branch).	1884	Free..	Y. M. C. A.	300
3734	New York, N. Y. ....	Young Men's Christian Association (Railroad Branch).	1875	Sub..	Y. M. C. A.	1,300
3735	New York, N. Y. (721 Lexington avenue).	Young Men's Hebrew Association.	1874	Both..	Soc'l.....	8,000
3736	New York, N. Y. (222 and 224 Bowery).	Young Men's Institute.....	1865	Free..	Soc'l.....	999
3737	New York, N. Y. (7 E. 15th street).	Young Women's Christian Association.*	1871	Free..	Soc'l.....	9,000
3738	Niagara Falls, N. Y. ....	School Library, District No. 2.....	1833	Free..	Sch.....	2,205
3739	North Brookfield, N. Y. ....	Union School Library.....	1883	Free..	Sch.....	308
3740	North Chili, N. Y. ....	The A. M. Chesbrough Seminary.	.....	Free..	Sch.....	800
3741	North Granville, N. Y. ....	Granville Military Academy.....	.....	.....	Sch.....	900
3742	North Shore, N. Y. (P. O. West New Brighton).	Young Men's Christian Association.	.....	.....	Y. M. C. A.	900
3743	North Tarrytown, N. Y. ....	Union School, District No. 1 (Mt. Pleasant).	1876	Free..	Sch.....	479
3744	Norwich, N. Y. ....	Academy and Union School.....	1850	Both..	Sch.....	1,456
3745	Norwich, N. Y. ....	Circulating Library Association..	1875	Sub..	Soc'l.....	1,800
3746	Nunda, N. Y. ....	Union School Library.....	.....	Free..	Sch.....	380
3747	Nyack, N. Y. ....	Nyack Library.....	1873	Sub..	Gen.....	2,300
3748	Nyack, N. Y. ....	Nyack Seminary.....	.....	.....	Sch.....	700
3749	Nyack, N. Y. ....	School Library, District No. 1 (Clarkstown).	1839	.....	Sch.....	325
3750	Nyack, N. Y. ....	School Library, District No. 4 (Orangetown).	1839	Free..	Sch.....	500
3751	Oakfield, N. Y. ....	Cary Collegiate Seminary*.....	1860	Free..	Sch.....	759
3752	Ogdensburg, N. Y. ....	Educational Institute*.....	.....	Free..	Sch.....	7,350
3753	Ogdensburg, N. Y. ....	Ogdensburg Library of Education.	1865	Free..	.....	4,400
3754	Olean, N. Y. ....	Library Association.....	1871	Sub..	Gen.....	3,000
3755	Olean, N. Y. ....	School Library, District No. 1.....	.....	Free..	Sch.....	1,026
3756	Olean, N. Y. ....	School Library, District No. 3.....	.....	.....	Sch.....	409
3757	Oneida, N. Y. ....	School Library, District No. 25 (Lenox).	1884	.....	Sch.....	420
3758	Oneonta, N. Y. ....	Union School, District No. 5.....	1847	Free..	Sch.....	600
3759	Onondaga Valley, N. Y. ....	Onondaga Academy.....	1813	Free..	Sch.....	1,319
3760	Oswego, N. Y. ....	City Library.....	1854	Free..	Gen.....	8,634
3761	Oswego, N. Y. ....	City School Library.....	.....	Free..	Sch.....	5,337
3762	Oswego, N. Y. ....	State Normal and Training School.	.....	Free..	Sch.....	1,475

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When finished.	Free or subscription.	Class.	Number of volumes.
3763	Otego, N. Y. ....	School Library, District No. 1 ....	1847		Sch. ....	400
3764	Ovid, N. Y. ....	Union School Library ....		Free.	Sch. ....	1,113
3765	Owego, N. Y. ....	Free Library ....		Free.	Gen. ....	5,000
3766	Oxford, N. Y. ....	Oxford Academy ....			Sch. ....	1,500
3767	Oxford, N. Y. ....	School Library, District No. 1 ....	1840	Free.	Sch. ....	400
3768	Oxford, N. Y. ....	School Library, District No. 2 ....			Sch. ....	416
3769	Palatine Bridge, N. Y. ....	Union School, District No. 2 ....	1857	Free.	Sch. ....	980
3770	Palisades, N. Y. ....	School Library, District No. 1 (Orangetown). ....	1839		Sch. ....	570
3771	Palmyra, N. Y. ....	Classical Union School* ....	1848	Free.	Sch. ....	1,913
3772	Patchogue, N. Y. ....	Union School, District No. 24 (Brookhaven). ....	1870	Free.	Sch. ....	500
3773	Peekskill, N. Y. ....	Military Academy ....	1835		Sch. ....	1,000
3774	Peekskill, N. Y. ....	Mohegan Lake School* ....			Sch. ....	400
3775	Peekskill, N. Y. ....	St. Gabriel's School* ....			Sch. ....	500
3776	Peekskill, N. Y. ....	School Library, District No. 7 (Cortlandt). ....	1840		Sch. ....	300
3777	Peekskill, N. Y. ....	Union Free School, District No. 8 (Cortlandt). ....	1840		Sch. ....	815
3778	Penn Yan, N. Y. ....	Penn Yan Academy, School Dis- trict No. 1. ....	1850	Free.	Sch. ....	1,600
3779	Perry, N. Y. ....	Union School ....	1852		Sch. ....	931
3780	Phelps, N. Y. ....	Union School Library* ....	1865		Sch. ....	600
3781	Phoenix, N. Y. ....	Academy and Union School ....	1861	Free.	Sch. ....	450
3782	Piermont, N. Y. ....	Library Association ....	1878	Free.	Gen. ....	2,000
3783	Pike, N. Y. ....	Pike Seminary ....	1855	Free.	Sch. ....	300
3784	Pine Plains, N. Y. ....	Seymour Smith Academy ....			Sch. ....	315
3785	Plattsburg, N. Y. ....	D'Youville Convent* ....	1860	Free.	Sch. ....	565
3786	Plattsburg, N. Y. ....	Library and Lyceum Association. ....	1865	Sub.	Soc'l. ....	630
3787	Pleasantville, N. Y. ....	School Library, District No. 9 (Mt. Pleasant). ....			Sch. ....	394
3788	Pompey, N. Y. ....	Pompey Academy* ....	1803		Sch. ....	490
3789	Port Byron, N. Y. ....	Free School and Academy ....			Sch. ....	852
3790	Port Byron, N. Y. ....	School Library, District No. 1 (Mentz). ....			Sch. ....	890
3791	Port Chester, N. Y. ....	Library and Reading Room* ....	1876	Free.	Gen. ....	1,346
3792	Port Chester, N. Y. ....	School District Library ....		Free.	Sch. ....	1,800
3793	Port Jervis, N. Y. ....	Free Library ....	1882	Free.	Gen. ....	2,500
3794	Port Richmond, N. Y. ....	Union School, District No. 6 (Northfield). ....	1860	Free.	Sch. ....	600
3795	Port Washington, N. Y. ....	School Library, District No. 4 ....			Sch. ....	500
3796	Port Washington, N. Y. ....	School Library, District No. 5 ....			Sch. ....	400
3797	Poughkeepsie, N. Y. ....	City Library ....	1840	Free.	Gen. ....	14,240
3798	Poughkeepsie, N. Y. ....	Lyndon Hall School ....			Sch. ....	300
3799	Poughkeepsie, N. Y. ....	Military Institute ....	1863	Free.	Sch. ....	500
3800	Poughkeepsie, N. Y. ....	St. Mary's School* ....			Sch. ....	800
3801	Poughkeepsie, N. Y. ....	Vassar Brothers' Institute* ....	1881	Free.	Sci. ....	461
3802	Poughkeepsie, N. Y. ....	Vassar College ....	1865	Free.	Col. ....	15,000
3803	Poughkeepsie, N. Y. ....	Young Men's Christian Association ....	1866	Free.	Y. M. C. A. ....	1,500
3804	Prattsburg, N. Y. ....	Franklin Academy and Union School. ....	1823	Free.	Sch. ....	1,361
3805	Pulaski, N. Y. ....	Pulaski Academy (Richland) ....			Sch. ....	455
3806	Pulaski, N. Y. ....	Union Free School, District No. 8 (Cortlandt). ....			Sch. ....	800
3807	Randolph, N. Y. ....	Chamberlain Institute ....	1855	Free.	Gen. ....	1,350
3808	Red Creek, N. Y. ....	Union Seminary ....			Sch. ....	324
3809	Red Hook, N. Y. ....	District School Library* ....		Free.	Sch. ....	150
3810	Rensselaerville, N. Y. ....	Rensselaerville Academy ....			Sch. ....	425
3811	Rhinebeck, N. Y. ....	Starr Institute ....	1862	Sub.	Sch. ....	3,778
3812	Rhinebeck, N. Y. ....	Union School Library ....	1812	Free.	Sch. ....	522
3813	Riverhead, N. Y. ....	Village Library Association ....	1874	Sub.	Gen. ....	650
3814	Rochester, N. Y. ....	Academy of the Sacred Heart ....	1849	Free.	Sch. ....	1,270
3815	Rochester, N. Y. ....	City Hospital Library ....	1883	Free.	Soc'l. ....	2,045
3816	Rochester, N. Y. ....	Court of Appeals ....	1849	Free.	Law ....	12,000
3817	Rochester, N. Y. ....	Public School Central Library ....	1863	Free.	Sch. ....	14,249
3818	Rochester, N. Y. ....	Reynolds Library ....	1884	Free.	Gen. ....	14,000
3819	Rochester, N. Y. ....	Rochester Orphan Asylum ....	1838	Free.	A. & R. ....	1,200
3820	Rochester, N. Y. ....	Rochester Theological Seminary ....	1851	Free.	Theol. ....	20,590
3821	Rochester, N. Y. ....	Swift's Warner Observatory ....		Free.	Sci. ....	600
3822	Rochester, N. Y. ....	University of Rochester ....	1850	Free.	Col. ....	21,790

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3823	Rochester, N. Y .....	Western New York, Institution for Deaf-Mutes.	.....	.....	Sch .....	550
3824	Rochester, N. Y .....	Young Men's Christian Association.	1880	Sub...	Y. M. C. A.	1,427
3825	Rome, N. Y .....	St. Peter's Academy .....	.....	.....	Sch .....	550
3826	Rome, N. Y .....	Union School Library .....	1869	Free ..	Sch .....	1,365
3827	Rome, N. Y .....	Young Men's Christian Association.	1873	Both..	Y. M. C. A.	2,000
3828	Rondout, N. Y .....	School Library, District No. 4 (Kingston).	1850	.....	Sch .....	993
3829	Rondout, N. Y .....	Ulster Academy and School District No. 2.	1870	Free..	Sch .....	915
3830	Rondout, N. Y .....	Young Men's Christian Association.	1850	Free..	Y. M. C. A.	800
3831	Roslyn, N. Y .....	Bryant Circulating Library .....	1879	Sub...	Soc'l .....	965
3832	Roslyn, N. Y .....	Union School, District No. 3 .....	.....	Free..	Sch .....	700
3833	Rushville, N. Y .....	Union School Library * .....	1868	Free..	Sch .....	459
3834	Rye, N. Y .....	School Library, District No. 3 .....	1860	Free..	Sch .....	875
3835	Sackett's Harbor, N. Y ..	Post Library (Madison Barracks).	1882	Free..	.....	500
3836	Salem, N. Y .....	Washington Academy * .....	.....	.....	Sch .....	2,000
3837	Sandy Creek, N. Y .....	Union School Library .....	.....	.....	Sch .....	301
3838	Sandy Hill, N. Y .....	School Library, District No. 1 (Kingsbury).	1868	.....	Sch .....	712
3839	Saratoga Springs, N. Y ..	Saratoga Athenæum .....	1885	Sub...	Gen .....	1,200
3840	Saratoga Springs, N. Y ..	School Library, District No. 1 (Saratoga Town).	.....	.....	Sch .....	500
3841	Saratoga Springs, N. Y ..	Stevens Circulating Library .....	1874	Sub...	Soc'l .....	700
3842	Saratoga Springs, N. Y ..	Temple Grove Seminary .....	1856	.....	Sch .....	1,000
3843	Saratoga Springs, N. Y ..	Union School, District No. 1 .....	1867	Free..	Sch .....	1,742
3844	Saugerties, N. Y .....	Young Men's Christian Association.	.....	.....	Y. M. C. A.	2,000
3845	Schaghticoke, N. Y .....	School Library, District No. 1 .....	1876	.....	Sch .....	480
3846	Schenectady, N. Y .....	Fourth Judicial District Law Library.*	1866	Free..	Law .....	3,000
3847	Schenectady, N. Y .....	Union Classical Institute .....	.....	.....	Sch .....	354
3848	Schenectady, N. Y .....	Union College .....	1795	Free..	Col .....	24,038
3849	Schenectady, N. Y .....	Adelphi Society .....	1797	Free..	Soc'y .....	3,550
3850	Schenectady, N. Y .....	Law School (at Albany) .....	.....	Free..	Law .....	*1,159
3851	Schenectady, N. Y .....	Medical College (at Albany) ..	1839	.....	Med .....	5,000
3852	Schenectady, N. Y .....	Philomathean Society .....	1793	Free..	Soc'y .....	8,200
3853	Schenectady, N. Y .....	Union School Library .....	1854	Free..	Sch .....	3,004
3854	Schenectady, N. Y .....	Young Men's Christian Association.	1867	Free..	Y. M. C. A.	1,400
3855	Schoharie, N. Y .....	Academy and Union School .....	1837	Free..	Sch .....	1,800
3856	Schoharie, N. Y .....	Schoharie County Law Library ..	1840	.....	Law .....	950
3857	Schoylersville, N. Y .....	High School Library .....	.....	Free..	Sch .....	450
3858	Scotia, N. Y .....	School Library, District No. 2 (Glenville).	.....	.....	Sch .....	307
3859	Seneca Falls, N. Y .....	Educational Institute .....	.....	Free..	Sch .....	1,267
3860	Shakers, N. Y .....	School Library, District No. 14 (Watervliet).	1863	.....	Sch .....	381
3861	Sheboygan Falls, N. Y ..	Library Association * .....	.....	Sub...	Gen .....	400
3862	Sherman, N. Y .....	Union School, District No. 5 .....	1870	Free..	Sch .....	1,500
3863	Sidney, N. Y .....	Union School and Academy .....	.....	Free..	Gen .....	650
3864	Sing Sing, N. Y .....	Holbrook's Military School .....	.....	.....	Sch .....	300
3865	Sing Sing, N. Y .....	Mt. Pleasant Military Academy ..	.....	.....	Sch .....	12,000
3866	Sing Sing, N. Y .....	Ossining Institute .....	.....	.....	Sch .....	1,500
3867	Sing Sing, N. Y .....	Private Home for Nervous Invalids	.....	Sub...	Soc'l .....	800
3868	Sing Sing, N. Y .....	St. John's School, Waverly Club ..	1869	Sub...	Sch .....	1,150
3869	Sing Sing, N. Y .....	State Prison .....	1842	Free..	A. & R ..	5,000
3870	Sing Sing, N. Y .....	Union School, District No. 1 (Ossining).	1838	Free..	Sch .....	1,080
3871	Skaneateles, N. Y .....	Union School and Academy .....	1866	Free..	Sch .....	1,000
3872	Sodus, N. Y .....	Sodus Academy .....	1855	Free..	Sch .....	350
3873	Somers, N. Y .....	Somers Library .....	1875	Sub...	Gen .....	1,010
3874	Springfield, N. Y .....	School Library, District No. 3 (Jamaica).	1856	.....	Sch .....	300
3875	Springville, N. Y .....	Griffith Institute .....	1880	Free..	Sch .....	497
3876	Springville, N. Y .....	Public Library .....	1880	Free..	Gen .....	712
3877	Springville, N. Y .....	School Library, District No. 1 (Concord).	1847	.....	Sch .....	316

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3878	Stamford, N. Y .....	Judson Circulating Library Association.	1871	Free..	Soc'l.....	2,000
3879	Stamford, N. Y .....	School Library, District No. 1 .....			Sch.....	304
3880	Stamfordville, N. Y .....	Christian Biblical Institute .....	1869	Free..	The'l.....	1,940
3881	Stapleton, N. Y .....	School Library, District No. 1 (Southfield).	1852		Sch.....	325
2882	Stapleton, N. Y .....	School Library, District No. 2 (Middletown).	1850		Sch.....	1,300
3883	Stillwater, N. Y .....	Union School, District No. 6 .....	1830	Free..	Sch.....	480
3884	Suspension Bridge, N. Y .....	Niagara University .....	1856	Both..	Col.....	6,000
3885	Suspension Bridge, N. Y .....	Union School Library .....	1851	Free..	Sch.....	1,195
3886	Syracuse, N. Y .....	Central Library* .....	1856	Free..	Gen.....	15,889
3887	Syracuse, N. Y .....	Court of Appeals .....	1849	Free..	Law.....	10,420
3888	Syracuse, N. Y .....	High School Library .....	1856	Free..	Sch.....	1,400
3889	Syracuse, N. Y .....	New York Asylum for Idiots .....			A. & R.....	355
3890	Syracuse, N. Y .....	Onondaga County Orphan Asylum, White Library.	1885	Free..	A. & R.....	1,220
3891	Syracuse, N. Y .....	St. John's School .....			Sch.....	500
3892	Syracuse, N. Y .....	Syracuse University .....	1871	Free..	Col.....	15,000
3893	Syracuse, N. Y .....	College of Medicine .....		Free..	Med.....	1,200
3894	Syracuse, N. Y .....	Young Men's Christian Association.	1858	Free..	Y. M. C. A.	1,110
3895	Syracuse, N. Y .....	Young Men's Christian Association, railroad branch.	1830	Free..	Y. M. C. A.	300
3896	Tarrytown, N. Y .....	Miss Bulkley's School .....			Sch.....	500
3897	Tarrytown, N. Y .....	Starr's Military Institute .....			Sch.....	500
3898	Tarrytown, N. Y .....	Union School, District No. 1 (Greenburgh).	1864	Free..	Sch.....	2,200
3899	Tarrytown, N. Y .....	Young Men's Lyceum .....	1866	Both..	Soc'l.....	2,000
3900	Tivoli, N. Y .....	Trinity School .....	1867	Free..	Sch.....	450
3901	Tompkinsville, N. Y .....	School Library, District No. 1 (Middletown).	1856		Sch.....	545
3902	Tompkinsville, N. Y .....	Young Men's Christian Association.	1883	Sub...	Y. M. C. A.	500
3903	Tonawanda, N. Y .....	Union School Library, District No. 1 (Wheatfield).	1880	Free..	Sch.....	700
3904	Tonawanda, N. Y .....	Union School Library, District No. 3.	1874	Free..	Sch.....	1,300
3905	Trenton, N. Y .....	Barneveld Library .....	1875	Sub...	Soc'l.....	1,930
3906	Troy, N. Y .....	Catholic Male Orphan Asylum .....	1869		A. & R.....	490
3907	Troy, N. Y .....	High School Library .....	1854	Free..	Sch.....	691
3908	Troy, N. Y .....	Marshall Infirmary, General Library.			Soc'l.....	500
3909	Troy, N. Y .....	Medical Library .....			Med.....	500
3910	Troy, N. Y .....	Railroad Young Men's Christian Association.	1881	Sub...	Y. M. C. A.	800
3911	Troy, N. Y .....	Rensselaer Polytechnic Institute .....	1824		Sci.....	4,600
3912	Troy, N. Y .....	Rensselaer Society of Civil Engineers.	1873	Free..	Sci.....	650
3913	Troy, N. Y .....	St. Mary's Academy* .....			Sch.....	800
3914	Troy, N. Y .....	St. Joseph's Provincial Seminary .....	1864		The'l.....	8,700
3915	Troy, N. Y .....	School Library, District No. 1 (Brunswick).			Sch.....	360
3916	Troy, N. Y .....	Troy Academy .....			Sch.....	2,125
3917	Troy, N. Y .....	Troy Female Seminary .....	1838	Free..	Sch.....	1,664
3918	Troy, N. Y .....	Troy Orphan Asylum .....	1864	Free..	A. & R.....	600
3919	Troy, N. Y .....	Young Men's Association .....	1834	Free..	Gen.....	27,210
3920	Trumansburg, N. Y .....	Trumansburg Academy and Union School, District No. 1.	1855	Free..	Sch.....	550
3921	Unadilla, N. Y .....	Unadilla Academy .....	1850	Free..	Sch.....	459
3922	Union Springs, N. Y .....	Oakwood Seminary* .....			Sch.....	700
3923	Union Springs, N. Y .....	School Library, District No. 2 (Springport).	1866		Sch.....	454
3924	Utica, N. Y .....	City Library .....	1838	Free..	Gen.....	10,479
3925	Utica, N. Y .....	Law Library .....	1876	Free..	Law.....	5,000
3926	Utica, N. Y .....	Oneida Historical Society .....	1876	Sub...	Hist'l.....	1,441
3927	Utica, N. Y .....	St. Vincent's Protectorate, Madonne's Library.	1866	Free..	A. & R.....	1,500
3928	Utica, N. Y .....	State Lunatic Asylum, Medical Library.	1844		Med.....	3,500
3929	Utica, N. Y .....	Utica Academy .....	1853	Free..	Sch.....	733

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3930	Utica, N. Y. ....	Utica Orphan Asylum .....	1861	.....	A. & R. ....	664
3931	Utica, N. Y. ....	Young Men's Christian Association.	1879	Free..	Y. M. C. A. ....	700
3932	Vernon, N. Y. ....	Union School, District No. 7. ....	1839	Free..	Sch. ....	535
3933	Victor, N. Y. ....	Clark Library .....	1872	.....	Gen. ....	1,600
3934	Walden, N. Y. ....	Free Library .....	1850	Free..	Gen. ....	500
3935	Walden, N. Y. ....	School Library, District No. 13 (Montgomery).	.....	.....	Sch. ....	350
3936	Walton, N. Y. ....	Union School Library .....	1853	Free..	Sch. ....	1,000
3937	Walworth, N. Y. ....	Walworth Academy Library .....	.....	.....	Sch. ....	400
3938	Wappinger's Falls, N. Y.	Union School, District No. 1 (Poughkeepsie).	.....	Free..	Sch. ....	400
3939	Wappinger's Falls, N. Y.	Union School, District No. 2. ....	.....	.....	Sch. ....	560
3940	Wappinger's Falls, N. Y.	Union School, District No. 6. ....	.....	.....	Sch. ....	500
3941	Wappinger's Falls, N. Y.	Wappinger's Falls Circulating Library and Reading Room.*	1867	Sub..	Gen. ....	6,000
3942	Warsaw, N. Y. ....	Union School Library .....	1853	Free..	Sch. ....	1,000
3943	Warwick, N. Y. ....	Warwick Institute* .....	1852	.....	Sch. ....	1,250
3944	Waterford, N. Y. ....	School Library, District No. 1. ....	1835	.....	Sch. ....	1,900
3945	Waterloo, N. Y. ....	Union School Library .....	1853	Free..	Sch. ....	1,200
3946	Watertown, N. Y. ....	Public School Library .....	1867	Free..	Sch. ....	5,000
3947	Watertown, N. Y. ....	Young Men's Christian Association.	1869	Sub..	Y. M. C. A. ....	800
3948	Waterville, N. Y. ....	Union School and Academy, District No. 13 (Sangerfield).	1874	Free..	Sch. ....	1,040
3949	Watkins, N. Y. ....	Academy and Union School .....	1863	Free..	Sch. ....	939
3950	Watkins, N. Y. ....	Library Association .....	1871	Sub..	Soc'l. ....	1,800
3951	Waverly, N. Y. ....	High School Library .....	1871	Free..	Sch. ....	700
3952	Weedsport, N. Y. ....	School Library, District No. 2 (Brutus).	.....	.....	Sch. ....	737
3953	Wellsville, N. Y. ....	Circulating Library .....	1869	Free..	Soc'l. ....	1,485
3954	Westbury Station, N. Y.	School Library, District No. 1 (North Hempstead).	.....	.....	Sch. ....	340
3955	Westchester, N. Y. ....	New York Catholic Protectory ...	1864	.....	A. & R. ....	5,250
3956	Westchester, N. Y. ....	Boys' Boarding School .....	.....	.....	Sch. ....	1,000
3957	Westchester, N. Y. ....	School Library, District No. 1. ....	1851	.....	Sch. ....	886
3958	Westchester, N. Y. ....	Union School, District No. 3. ....	.....	Free..	Sch. ....	1,345
3959	Westfield, N. Y. ....	Westfield Academy, District No. 1.	1868	Free..	Sch. ....	1,700
3960	West New Brighton, N. Y.	School Library, District No. 2 (Castleton).	1847	.....	Sch. ....	1,119
3961	West Point, N. Y. ....	United States Military Academy .	1812	Free..	Gov't .....	30,827
3962	Westport, N. Y. ....	Union School Library .....	1866	Free..	Sch. ....	424
3963	West Troy, N. Y. ....	School Library, District No. 1 (Watervliet).	.....	.....	Sch. ....	1,002
3964	West Troy, N. Y. ....	School Library, District No. 9 (Watervliet).	1860	Free..	Sch. ....	400
3965	West Troy, N. Y. ....	Watervliet Arsenal, Post Library.	1840	Free..	Gar. ....	700
3966	West Winfield, N. Y. ....	Union School, District No. 4. ....	1850	.....	Sch. ....	800
3967	Whitehall, N. Y. ....	Union School, District No. 11. ....	1884	Free..	Sch. ....	1,400
3968	White Plains, N. Y. ....	Alexander Institute, Kappa Library.	1860	Free..	Sch. ....	3,000
3969	White Plains, N. Y. ....	Lyceum Library .....	1871	Sub..	Soc'l. ....	1,200
3970	White Plains, N. Y. ....	School Library, District No. 1. ....	.....	.....	Sch. ....	349
3971	White Plains, N. Y. ....	Westchester County Law Library .	1855	Free..	Law .....	1,500
3972	Whitestown, N. Y. ....	School Library, District No. 2. ....	.....	.....	Sch. ....	422
3973	Whitestown, N. Y. ....	School Library, District No. 4. ....	.....	.....	Sch. ....	850
3974	Whitestown, N. Y. ....	School Library, District No. 12. ....	.....	.....	Sch. ....	360
3975	Willard, N. Y. ....	Willard Asylum .....	.....	Free..	A. & R. ....	1,300
3976	William's Bridge, N. Y.	School Library, District No. 2 (Westchester).	1853	.....	Sch. ....	350
3977	Wilson, N. Y. ....	Collegiate Institute .....	1845	Free..	Sch. ....	1,000
3978	Windsor, N. Y. ....	Windsor Academy .....	1837	Free..	Sch. ....	1,034
3979	Wolcott, N. Y. ....	Union School, District No. 1. ....	1859	Both..	Sch. ....	638
3980	Woodbury, N. Y. ....	School Library, District No. 13. ....	.....	.....	Sch. ....	377
3981	Worcester, N. Y. ....	Circulating Library .....	1880	Sub..	Soc'l. ....	350
3982	Yates, N. Y. ....	Yates Academy* .....	.....	.....	Sch. ....	300
3983	Yonkers, N. Y. ....	English, French, and German Day School.	.....	.....	Sch. ....	500
3984	Yonkers, N. Y. ....	Lyceum Library .....	1868	Free..	Soc'l. ....	836
3985	Yonkers, N. Y. ....	Public Library .....	1883	Free..	Gen. ....	4,600
3986	Yonkers, N. Y. ....	Yale School .....	.....	.....	Sch. ....	500

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
3987	Asheville, N. C.	Public Library	1878	Sub...	Gen	1,400
3988	Bingham School, N. C.	Bingham School			Sch.	2,000
3989	Chapel Hill, N. C.	University of North Carolina	1795	Free.	Col.	8,000
3990	Chapel Hill, N. C.	Agricultural and Mechanical College.			Col.	2,000
3991	Chapel Hill, N. C.	Dialectic Society			Soc'y	7,000
3992	Chapel Hill, N. C.	Law Department	1881	Free.	Law	350
3993	Chapel Hill, N. C.	Medical School			Med.	500
3994	Chapel Hill, N. C.	Philanthropic Society			Soc'y	7,000
3995	Charlotte, N. C.	Biddle University	1867	Free.	Col.	3,120
3996	Charlotte, N. C.	Young Men's Christian Association.	1874	Free.	Y. M. C. A.	563
3997	Concord, N. C.	Scotia Seminary	1870	Free.	Sch.	1,100
3998	Davidson College, N. C.	Davidson College.			Col.	3,000
3999	Davidson College, N. C.	Society Libraries (2)			Soc'y	7,000
4000	Farmington, N. C.	Farmington Male and Female Academy.*			Sch.	400
4001	Fayetteville, N. C.	Cross Creek Lodge, No. 4, I. O. O. F.	1846		I. O. O. F.	2,000
4002	Fayetteville, N. C.	State Normal School	1873	Free.	Sch.	760
4003	Garibaldi, N. C.	St. Mary's College	1881	Sub.	Col.	1,000
4004	Greensborough, N. C.	Bennett Seminary			Sch.	1,500
4005	Greensborough, N. C.	Greensboro' Female College			Col.	2,000
4006	Henderson, N. C.	Ellsworth School			Sch.	550
4007	High Point, N. C.	Blair High School			Sch.	1,050
4008	King's Mountain, N. C.	King's Mountain High School			Sch.	600
4009	Kinston, N. C.	Graded School Library			Sch.	600
4010	Lenoir, N. C.	Pioneer Library	1874	Sub.	Soc'l.	1,100
4011	Lumberton, N. C.	Whitin Normal School*			Sch.	450
4012	Mt. Pleasant, N. C.	North Carolina College	1859	Free.	Col.	920
4013	Murfreesborough, N. C.	Chowan Baptist Female Institute			Sch.	1,200
4014	New Berne, N. C.	Graded School Free Library	1882	Free.	Sch.	1,000
4015	New Garden, N. C.	Friends' School	1844	Free.	Sch.	1,500
4016	Newton, N. C.	Athenum Library of Catawba College.	1854	Free.	Soc'y	2,000
4017	Oak Ridge, N. C.	Oak Ridge Literary and Commercial Institute.			Sch.	1,000
4018	Oxford, N. C.	Horner School			Sch.	800
4019	Oxford, N. C.	Oxford Female Seminary, Ohio Society Library.	1880		Soc'y	700
4020	Oxford, N. C.	Oxford Orphan Asylum	1874	Free.	A. & R.	1,300
4021	Raleigh, N. C.	Insane Asylum of North Carolina	1856	Free.	A. & R.	450
4022	Raleigh, N. C.	Institution for the Deaf, Dumb, and Blind (Kelly Library).		Free.	Sch.	1,315
4023	Raleigh, N. C.	Peace Institute.			Sch.	1,200
4024	Raleigh, N. C.	Raleigh Circulating Library	1885	Sub.	Soc'l.	500
4025	Raleigh, N. C.	St. Augustine Normal School	1875	Free.	Sch.	500
4026	Raleigh, N. C.	Shaw University			Col.	*3,000
4027	Raleigh, N. C.	Estey Seminary			Sch.	*560
4028	Raleigh, N. C.	State Library	1831	Free.	State	45,000
4029	Raleigh, N. C.	State Penitentiary	1880	Free.	A. & R.	705
4030	Raleigh, N. C.	Supreme Court Library	1831	Free.	Law	6,000
4031	Rutherford College, N. C.	Rutherford College	1833	Free.	Col.	4,000
4032	Rutherford College, N. C.	Newtonian Society	1853	Free.	Soc'y	400
4033	Rutherford College, N. C.	Platonic Society	1873	Free.	Soc'y	417
4034	Salem, N. C.	Salem Female Academy			Sch.	5,000
4035	Sparta, N. C.	Alleghanian Literary Society			Soc'l.	400
4036	Salisbury, N. C.	State Colored Normal School*			Sch.	899
4037	Salisbury, N. C.	Zion Wesley College			Col.	3,000
4038	Trinity College, N. C.	Trinity College Columbian Lib'y.	1846	Free.	Soc'y	3,900
4039	Wake Forest, N. C.	Wake Forest College	1879	Sub.	Col.	8,400
4040	Warrenton, N. C.	Warrenton Female Institute	1841	Free.	Sch.	1,500
4041	Wilmington, N. C.	Library Association*		Sub.		2,600
4042	Winston, N. C.	Winston Graded School Library			Sch.	2,500
4043	Yadkin College, N. C.	Yadkin College			Col.	500
4044	Ada, Ohio	Ohio Normal University	1871	Free.	Sch.	4,000
4045	Ada, Ohio	Adelphian Library	1880	Sub.	Soc'y	320
4046	Ada, Ohio	Franklin Library	1871	Free.	Soc'y	834
4047	Ada, Ohio	Union School Library	1882	Free.	Sch.	300
4048	Akron, Ohio	Buchtel College, Bierce Library	1871	Free.	Col.	3,500
4049	Akron, Ohio	Public Library	1866	Free.	Gen.	8,000
4050	Albany, Ohio (P. O., Lee)	Enterprise Academy*			Sch.	700

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4051	Alliance, Ohio .....	Public School Library .....	1885	Free ..	Sch .....	800
4052	Amherst, Ohio .....	South Amherst Library .....	1885	Sub ..	Gen .....	650
4053	Ashland, Ohio .....	Public School Library .....	1883	Free ..	Sch .....	1,000
4054	Ashtabula, Ohio .....	Dick's Circulating Library .....	1870	Sub ..	Gen .....	400
4055	Ashtabula, Ohio .....	Public Library .....	1837	Sub ..	Gen .....	500
4056	Ashtabula, Ohio .....	Social Library Association .....	1830	Sub ..	Soc'l .....	1,591
4057	Athens, Ohio .....	Asylum for the Insane .....	1874	Free ..	A. & R .....	1,001
4058	Athens, Ohio .....	Ohio University .....	1820	Sub ..	Col .....	6,000
4059	Athens, Ohio .....	Public School Library .....			Sch .....	430
4060	Athens, Ohio .....	Young People's Christian Association.	1865	Free ..	Soc'l .....	500
4061	Austintburg, Ohio .....	Grand River Institute Disputat- orian Literary Society.	1863	Free ..	Soc'y .....	700
4062	Near Barnesville, Ohio .....	Olney School .....			Sch .....	400
4063	Barnesville, Ohio .....	Public and School Library .....	1880	Sub ..	Gen .....	800
4064	Bellaire, Ohio .....	Public School Library .....	1870	Free ..	Sch .....	2,000
4065	Belpre, Ohio .....	High School Library .....	1875	Free ..	Sch .....	500
4066	Berea, Ohio .....	Baldwin University .....	1850		Col .....	713
4067	Berea, Ohio .....	Phrenocosmian Literary So- ciety.	1857	Free ..	Soc'y .....	337
4068	Berea, Ohio .....	German Wallace College .....	1866		Col .....	3,000
4069	Bowling Green, Ohio .....	Library Association .....	1875	Sub ..	Gen .....	500
4070	Bryan, Ohio .....	Bryan Library .....	1882	Sub ..	Soc'l .....	1,100
4071	Bucyrus, Ohio .....	Library of Bucyrus .....	1884	Sub ..	Gen .....	477
4072	Cadiz, Ohio .....	Public Library .....	1880	Sub ..	Gen .....	3,225
4073	Canal Dover, Ohio .....	Dover Library .....		Free ..	Gen .....	500
4074	Canfield, Ohio .....	Northeastern Ohio Normal School.			Sch .....	1,000
4075	Canton, Ohio .....	Public School Library .....		Free ..	Sch .....	1,881
4076	Cardington, Ohio .....	Ladies' Public Library .....	1878	Sub ..	Soc'l .....	662
4077	Carthage, Ohio .....	Longview Asylum .....	1860	Free ..	A. & R .....	1,875
4078	Central College, Ohio .....	Library of Central College Acad- emy.	1842	Free ..	Col .....	500
4079	Chillicothe, Ohio .....	Public Library .....	1853	Free ..	Gen .....	10,000
4080	Cincinnati, Ohio .....	Cincinnati Hospital Library .....	1870	Free ..	Med .....	4,310
4081	Cincinnati, Ohio .....	Cincinnati Law Library .....	1847	Sub ..	Law .....	10,000
4082	Cincinnati, Ohio .....	Cincinnati Observatory .....	1843		Sci .....	3,643
4083	Cincinnati, Ohio (Col- lege Hill Post-Office).	Cincinnati Sanitarium .....	1873	Free ..	Sci .....	700
4084	Cincinnati, Ohio .....	Cincinnati Society of Natural His- tory.	1870	Free ..	Sci .....	2,800
4085	Cincinnati, Ohio .....	Cincinnati Turngemeinde .....	1850	Free ..	Soc'l .....	2,800
4086	Cincinnati, Ohio .....	Cincinnati Wesleyan College .....	1868	Free ..	Col .....	1,000
4087	Cincinnati, Ohio .....	Cuvier Club .....			Sci .....	3,500
4088	Cincinnati, Ohio (166 West Seventh st.).	Day School .....			Sch .....	3,000
4089	Cincinnati, Ohio .....	Madame Fredin's School .....			Sch .....	600
4090	Cincinnati, Ohio .....	Hebrew Union College .....	1873	Free ..	Col .....	8,000
4091	Cincinnati, Ohio .....	Historical and Philosophical So- ciety of Ohio.	1831	Sub ..	Hist'l .....	29,270
4092	Cincinnati, Ohio .....	House of Refuge .....	1850		A. & R .....	2,200
4093	Cincinnati, Ohio .....	Hughes' High School .....	1854	Free ..	Sch .....	1,200
4094	Cincinnati, Ohio .....	Laure Theological Seminary .....	1835		The'l .....	13,690
4095	Cincinnati, Ohio .....	Law School of Cincinnati College*	1874	Free ..	Law .....	3,700
4096	Cincinnati, Ohio .....	Medical College of Ohio .....	1819	Free ..	Med .....	2,000
4097	Cincinnati, Ohio .....	New Church Library .....	1850	Free ..	The'l .....	1,450
4098	Cincinnati, Ohio .....	Ohio Mechanics' Institute .....			Sci .....	2,000
4099	Cincinnati, Ohio .....	Public Library .....	1853	Free ..	Gen .....	142,153
4100	Cincinnati, Ohio .....	Mussey Medical and Scientific Library.	1875	Free ..	Sci .....	5,923
4101	Cincinnati, Ohio .....	Religious and Theological Library Association.	1863	Free ..	The'l .....	5,150
4102	Cincinnati, Ohio .....	Pulte Medical College .....	1872		Med .....	1,000
4103	Cincinnati, Ohio .....	St. Francis Ecclesiastical College.			Col .....	500
4104	Cincinnati, Ohio .....	St. Joseph's College .....	1873	Sub ..	Col .....	3,000
4105	Cincinnati, Ohio .....	St. Xavier College .....	1840	Free ..	Col .....	15,300
4106	Cincinnati, Ohio .....	Students' Library .....	1865	Sub ..	Col .....	2,100
4107	Cincinnati, Ohio .....	Woodward High School .....	1852	Free ..	Sch .....	2,500
4108	Cincinnati, Ohio .....	Young Men's Christian Associa- tion.	1848	Free ..	Y. M. C. A .....	3,000
4109	Cincinnati, Ohio .....	Young Men's Mercantile Library .....	1835	Sub ..	Mer .....	50,000
4110	Circleville, Ohio .....	Public Library .....	1869	Free ..	Gen .....	3,500

\* From a return for 1884.

a Also 40,332 pamphlets.

b Reorganized in 1867.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4111	Circleville, Ohio.....	Public School Library.....	1859	Free..	Sch.....	550
4112	Clermontville, Ohio.....	Clermont Academy.....	1839	Free..	Sch.....	1,500
4113	Cleveland, Ohio.....	Adelbert College of Western Reserve University.	1826	Free..	Col.....	9,000
4114	Cleveland, Ohio.....	Medical Department of Western Reserve University.	1843	Free..	Med.....	4,000
4115	Cleveland, Ohio.....	Phi Delta Society.....	1830	Free..	Soc'y.....	1,500
4116	Cleveland, Ohio.....	Philozetian Society.....	1828	Free..	Soc'y.....	1,500
4117	Cleveland, Ohio.....	Brooks Military Academy*.....	.....	.....	Sch.....	300
4118	Cleveland, Ohio.....	Calvin College.....	1873	Free..	Col.....	1,225
4119	Cleveland, Ohio.....	Case Library.....	1848	Sub..	Gen.....	20,000
4120	Cleveland, Ohio.....	Cleveland City Hospital.....	1876	Free..	Med.....	1,131
4121	Cleveland, Ohio.....	Cleveland Law Library.....	1870	Sub..	Law.....	7,141
4122	Cleveland, Ohio.....	Germania Turnverein.....	.....	.....	Soc'l.....	475
4123	Cleveland, Ohio.....	Hahnemann Library of the Homeopathic Hospital College.	1849	Free..	Med.....	500
4124	Cleveland, Ohio, (1020 Prospect street.)	Miss Mittleberger's School for Girls.	.....	.....	Sch.....	1,000
4125	Cleveland, Ohio.....	Orphan Asylum, Independent Order B'nai B'rith.	1870	.....	A. & R....	800
4126	Cleveland, Ohio.....	Protestant Orphan Asylum.....	1870	.....	A. & R....	1,000
4127	Cleveland, Ohio.....	Public Library.....	1868	Free..	Gen.....	45,905
4128	Cleveland, Ohio.....	Saint Vincent's Charity Hospital.	1866	Free..	Med. & Gen	350
4129	Cleveland, Ohio, (16 Walnut street.)	Walnut Street Church Home Library.	1870	Free..	Soc'l.....	800
4130	Cleveland, Ohio.....	Western Reserve and Northern Ohio Historical Society.	1867	Free..	Hist. & Sci.	7,500
4131	Cleveland, Ohio.....	Young Men's Christian Association.	1867	Free..	Y. M. C. A.	500
4132	Cleveland, Ohio.....	Young Men's Christian Association Railway Library.	1885	Free..	Y. M. C. A.	500
4133	College Hill, Ohio.....	Belmont College, Philomathean Society Library.	1845	.....	Soc'y.....	1,500
4134	Collinwood, Ohio.....	Lake Shore Reading-Room of the Young Men's Christian Association.	1883	Free..	Y. M. C. A.	325
4135	Columbus, Ohio.....	Capital University.....	1852	Sub..	Col.....	3,781
4136	Columbus, Ohio.....	Evangelical Lutheran Seminary..	1830	Free..	The'l.....	5,700
4137	Columbus, Ohio.....	Columbus Art School and Association.	1878	Free..	Soc'l.....	300
4138	Columbus, Ohio.....	Columbus Barracks (Post) Library.	1875	Free..	Gar.....	400
4139	Columbus, Ohio.....	High School Library*.....	1853	Free..	Sch.....	1,000
4140	Columbus, Ohio.....	Insane Asylum.....	1877	Free..	A. & R....	600
4141	Columbus, Ohio.....	Ohio Institution for the Education of the Blind.	1837	Free..	Sch.....	3,000
4142	Columbus, Ohio.....	Ohio Institution for the Education of the Deaf and Dumb.	1829	.....	Sch.....	2,000
4143	Columbus, Ohio.....	Ohio State Board of Agriculture..	1860	Free..	Sci.....	1,500
4144	Columbus, Ohio.....	Ohio State Law Library.....	.....	Free..	Law.....	18,000
4145	Columbus, Ohio.....	Ohio State Library.....	1817	Free..	State.....	53,500
4146	Columbus, Ohio.....	Ohio State University.....	1873	Free..	Col.....	5,500
4147	Columbus, Ohio.....	Public Library and Reading-Room.	1872	Free..	Gen.....	18,500
4148	Columbus, Ohio.....	Railway Young Men's Christian Association.	1876	Free..	Y. M. C. A.	1,100
4149	Columbus, Ohio.....	Saint Joseph's Cathedral Library.	1872	Free..	His. & Th'l	5,000
4150	Columbus, Ohio.....	Saint Vincent's Orphan Asylum..	1878	Free..	A. & R....	300
4151	Columbus, Ohio.....	Smythe's Circulating Library.....	1878	Sub..	Soc'l.....	1,000
4152	Columbus, Ohio.....	Starling Medical College.....	1878	.....	Med.....	1,800
4153	Columbus, Ohio.....	State Penitentiary Library*.....	1867	Free..	A. & R....	7,052
4154	Crestline, Ohio.....	Public School Library.....	1885	Free..	Sch.....	300
4155	Dayton, Ohio.....	Cooper Academy*.....	1843	.....	Sch.....	1,000
4156	Dayton, Ohio.....	Dayton Asylum for the Insane, Patients' Library.	1866	.....	A. & R....	892
4157	Dayton, Ohio.....	Jewett Library.....	1858	.....	Med.....	1,055
4158	Dayton, Ohio.....	Dayton Law Library Association.	1869	Sub..	Law.....	3,500
4159	Dayton, Ohio.....	Dayton Turngemeinde.....	.....	.....	Soc'l.....	450
4160	Dayton, Ohio.....	National Military Home, Putnam Library.	1868	Free..	Soc'l.....	6,455
4161	Dayton, Ohio.....	Thomas Library.....	1869	Free..	Soc'l.....	8,327

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4162	Dayton, Ohio .....	Public Library .....	1847	Free ..	Gen .....	21, 232
4163	Dayton, Ohio .....	Saint Mary's Institute .....	1864	.....	Sch .....	5, 000
4164	Dayton, Ohio .....	Union Biblical Seminary .....	1872	.....	Sch .....	700
4165	Dayton, Ohio .....	Young Men's Christian Association, Boys' Reading Room.	1882	Free ..	Y. M. C. A.	300
4166	Defiance, Ohio .....	Library Association .....	1867	Sub ..	Gen .....	1, 300
4167	Defiance, Ohio .....	Public School Library .....	1885	Free ..	Sch .....	1, 202
4168	Delaware, Ohio .....	Girls' Industrial Home Library .....	1868	Free ..	A. & R.	1, 786
4169	Delaware, Ohio .....	Ohio Wesleyan University, Sturges Library.	1854	Free ..	Col .....	13, 786
4170	Delaware, Ohio .....	Monnett Hall Library .....	1869	Free ..	Col .....	1, 650
4171	Dennison, Ohio .....	P. C. and W. L. Railway Reading Room and Library.	1878	.....	Soc'l .....	420
4172	Dresden, Ohio .....	Public School Library .....	.....	.....	Sch .....	413
4173	East Liverpool, Ohio .....	Teachers' Library .....	.....	Free ..	Soc'l .....	300
4174	Eaton, Ohio .....	Public School Library .....	1860	Free ..	Sch .....	525
4175	Elyria, Ohio .....	Elyria Library .....	1870	Sub ..	Soc'l .....	8, 500
4176	Fayette, Ohio .....	Fayette Normal, Music, and Business College.	1881	Free ..	Col .....	600
4177	Fayette, Ohio .....	John Ogden Library .....	1881	Free ..	Gen'l .....	800
4178	Flat Rock, Ohio .....	Ebenezer Orphan Institute .....	1870	Free ..	A. & R.	300
4179	Fostoria, Ohio .....	Fostoria Academy .....	1880	Free ..	Sch .....	800
4180	Franklin, Ohio (box 165) ..	Public Library and Young Men's Christian Association.	1874	Sub ..	Gen .....	1, 800
4181	Fremont, Ohio .....	Birchard Library .....	1874	Free ..	Gen .....	9, 000
4182	Gallipolis, Ohio .....	Gallia Academy .....	1800	Free ..	Sch .....	800
4183	Gallipolis, Ohio .....	Union School Library .....	1869	Free ..	Sch .....	700
4184	Gambia, Ohio .....	Kenyon College .....	1865	.....	Col .....	20, 000
4185	Gambier, Ohio .....	Theological Seminary of the Diocese of Ohio.	1828	Free ..	The'l .....	7, 600
4186	Garrettsville, Ohio .....	Garrettsville, Library .....	1881	Sub ..	Gen .....	646
4187	Garrettsville, Ohio .....	Public School Library .....	1878	.....	Sch .....	928
4188	Glendale, Ohio .....	Glendale Female College Alumnae Library.	1879	Sub ..	Col .....	1, 000
4189	Glendale, Ohio .....	Glendale Lyceum .....	1883	Sub ..	Soc'l .....	1, 540
4190	Granville, Ohio .....	Denison University .....	1831	.....	Col .....	9, 000
4191	Granville, Ohio .....	Calliopean Society .....	1836	Free ..	Soc'y .....	1, 425
4192	Granville, Ohio .....	Franklin Society .....	1843	Free ..	Soc'y .....	1, 500
4193	Granville, Ohio .....	Granville Female College .....	.....	.....	Col .....	1, 000
4194	Granville, Ohio .....	Granville, Ohio, Historical Society.	1885	Free ..	Hist'l .....	2, 003
4195	Granville, Ohio .....	Young Ladies' Institute, Society Libraries (2).	.....	.....	Soc'y .....	800
4196	Hamilton, Ohio .....	Lane Free Library .....	1867	Free ..	Gen .....	4, 500
4197	Harlem Springs, Ohio .....	Harlem Springs College .....	.....	.....	Col .....	.....
4198	Hayesville, Ohio .....	Vermillion Institute, Library of Literary Societies.	1846	.....	Soc'y .....	800
4199	Hillsborough, Ohio .....	Highland Institute .....	1857	Free ..	Sch .....	400
4200	Hillsborough, Ohio .....	Hillsborough Female College .....	1857	Free ..	Col .....	900
4201	Hillsborough, Ohio .....	Hillsborough Public Library .....	1877	Free ..	Gen .....	5, 250
4202	Hiram, Ohio .....	Hiram College .....	1854	Sub ..	Col .....	5, 000
4203	Hiram, Ohio .....	Delphic Society .....	1857	Both ..	Soc'y .....	970
4204	Hiram, Ohio .....	Hesperian Society .....	1856	Free ..	Soc'y .....	750
4205	Hiram, Ohio .....	Young Men's Christian Association.	1875	Free ..	Y. M. C. A.	350
4206	Hopedale, Ohio .....	Hopedale Normal College .....	1852	.....	Col .....	1, 500
4207	Hudson, Ohio .....	Union School Library .....	1883	Free ..	Sch .....	300
4208	Hudson, Ohio .....	Western Reserve Academy .....	1881	Free ..	Sch .....	800
4209	Iberia, Ohio .....	Library Association and College Library.	1884	Sub ..	Gen & Col.	300
4210	Irononton, Ohio .....	Briggs' Library Institute .....	1880	Free ..	Gen .....	514
4211	Jackson, Ohio .....	Reading Room Association .....	1882	Free ..	Gen .....	525
4212	Jefferson, Ohio .....	Citizens' Library Association .....	1883	Free ..	Gen .....	630
4213	Jefferson, Ohio .....	Public Library .....	1847	Sub ..	Gen .....	500
4214	Kent, Ohio .....	Railway Library Association .....	.....	Free ..	Soc'l .....	500
4215	Lancaster, Ohio .....	Free Library and Reading Room .....	1878	Free ..	Gen .....	3, 500
4216	Lancaster, Ohio .....	Ohio Industrial School .....	1878	.....	A. & R.	3, 155
4217	Lebanon, Ohio .....	Mechanics' Institute .....	1861	Sub ..	Soc'l .....	600
4218	Lebanon, Ohio .....	National Normal University .....	1855	.....	Col .....	5, 000
4219	Lee, Ohio .....	Wells Library .....	1860	Sub ..	Soc'l .....	1, 625
4220	Lima, Ohio .....	Citizens' Library .....	1876	Sub ..	Gen .....	500
4221	Mansfield, Ohio .....	Mansfield Lyceum Library .....	1872	Sub ..	Soc'l .....	3, 500
4222	Marietta, Ohio .....	High School Library .....	1850	Free ..	Sch .....	450

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4223	Marietta, Ohio.....	Marietta College.....	1835	.....	Col.....	20, 130
4224	Marietta, Ohio.....	Alpha Kappa Society.....	1839	.....	Soc'y.....	} 11, 000
4225	Marietta, Ohio.....	Psi Gamma Society.....	1839	.....	Soc'y.....	
4226	Marietta, Ohio.....	Marietta Library.....	1829	Sub.....	Gen.....	
4227	Martin's Ferry, Ohio.....	Martin's Ferry Library Association.	1876	Sub.....	Gen.....	2, 800
4228	Marysville, Ohio.....	Marysville Library.....	1874	Sub.....	Soc'l.....	900
4229	Marysville, Ohio.....	Odd Fellows' Library.....	.....	.....	I. O. O. F.....	400
4230	Massillon, Ohio.....	Skinner Brothers' Circulating Library.	1866	Sub.....	Soc'l.....	500
4231	Massillon, Ohio.....	Union School Library.....	1827	Free.....	Sch.....	890
4232	Medina, Ohio.....	Medina Circulating Library.....	1877	Sub.....	Soc'l.....	850
4233	Minster, Ohio.....	St. Mary's Institute, Boarding School of the Visitation.	.....	.....	Sch.....	500
4234	Morrow, Ohio.....	Public Library of Salem Township	1885	Free.....	Gen.....	364
4235	Mount Union, Ohio.....	Fairmont Children's Home.....	1876	Free.....	A. & R.....	450
4236	Mount Union, Ohio.....	Mt. Union College*.....	1846	.....	Col.....	6, 000
4237	Mount Union, Ohio.....	Cosmian Society.....	1876	Sub.....	Soc'y.....	1, 000
4238	Mount Union, Ohio.....	Linnaean Society*.....	1832	Sub.....	Soc'y.....	960
4239	Mount Union, Ohio.....	Republican Society.....	1854	Sub.....	Soc'y.....	800
4240	Newark, Ohio.....	Ladies' Circulating Library.....	1872	Sub.....	Soc'l.....	1, 548
4241	Newark, Ohio.....	Licking County Pioneer Historical and Antiquarian Society.	1867	Free.....	Hist'l.....	450
4242	Newark, Ohio.....	Young Men's Christian Association.	1876	Free.....	Y. M. C. A.....	300
4243	New Athens, Ohio.....	Franklin College, Jefferson Literary Society.	1829	Both.....	Soc'y.....	731
4244	New Concord, Ohio.....	Muskingum College.....	1837	.....	Col.....	500
4245	New Concord, Ohio.....	Erodelphian Society.....	1854	Free.....	Soc'y.....	350
4246	New Concord, Ohio.....	Union Literary Society.....	1840	Free.....	Soc'y.....	410
4247	New Lexington, Ohio.....	High School Library.....	1880	Free.....	Sch.....	300
4248	New London, Ohio.....	Paddy's Run Free Library.....	1852	Free.....	Gen.....	800
4249	New Vienna, Ohio.....	Library Association.....	1873	Sub.....	Gen.....	614
4250	Norwalk, Ohio.....	Public School Library.....	1840	Free.....	Sch.....	500
4251	Norwalk, Ohio.....	Young Men's Library and Reading Room Association.	1866	Sub.....	Soc'l.....	5, 000
4252	Oberlin, Ohio.....	Oberlin College.....	1834	Sub.....	Col.....	13, 819
4253	Oberlin, Ohio.....	Union Library Association.....	1857	Sub.....	Soc'y.....	6, 471
4254	Oberlin, Ohio.....	Theological Seminary.....	1835	Free.....	The'l.....	2, 000
4255	Oxford, Ohio.....	Miami University.....	1824	.....	Col.....	7, 000
4256	Oxford, Ohio.....	Oxford Female College Alumnae Library.	1884	Sub.....	Col.....	2, 000
4257	Oxford, Ohio.....	Public School Library.....	.....	Free.....	Sch.....	300
4258	Oxford, Ohio.....	Western Female Seminary.....	1854	Free.....	Sch.....	3, 908
4259	Painesville, Ohio.....	Lake Erie Seminary.....	1859	Free.....	Sch.....	2, 500
4260	Painesville, Ohio.....	Temperance Society and Young Men's Christian Association.	1877 1867	Sub.....	Soc'l.....	2, 000
4261	Perrysburg, Ohio.....	Way Library.....	1881	Free.....	Gen.....	2, 100
4262	Perrysville, Ohio.....	Greentown Academy Library.....	1870	.....	Sch.....	350
4263	Perrysville, Ohio.....	Excelsior Literary Society Library.	1868	.....	Soc'y.....	1, 600
4264	Perrysville, Ohio.....	Public Library Association.....	1880	.....	Gen.....	350
4265	Piqua, Ohio.....	High School Library.....	1860	.....	Sch.....	600
4266	Pleasant Ridge, Ohio.....	Library Association.....	1879	Sub.....	Gen.....	858
4267	Pleasantville, Ohio.....	Pleasantville Collegiate Institute.	.....	.....	Col.....	2, 000
4268	Plymouth, Ohio.....	Public School Library.....	.....	Free.....	Sch.....	450
4269	Poland, Ohio.....	Poland Union Seminary.....	1862	.....	Sch.....	1, 000
4270	Port Clinton, Ohio.....	School and Public Library.....	1870	Free.....	Gen.....	450
4271	Portsmouth, Ohio.....	Public Library.....	1879	Free.....	Gen.....	7, 150
4272	Richfield, Ohio.....	Central High School Library.....	1873	Free.....	Sch.....	350
4273	Rio Grande, Ohio.....	Rio Grande College.....	1876	Free.....	Col.....	570
4274	Ripley, Ohio.....	Union School Library.....	1857	Free.....	Sch.....	836
4275	Savannah, Ohio.....	Savannah Academy.....	1858	Free.....	Sch.....	360
4276	Scio, Ohio.....	Scio College Libraries.....	1866	Free.....	Col.....	1, 000
4277	Scio, Ohio.....	Scio Commercial College.....	.....	.....	Col.....	1, 500
4278	Sidney, Ohio.....	Monumental Library.....	1875	Free.....	Gen.....	2, 000
4279	Sidney, Ohio.....	Sidney Library Association.....	1869	Free.....	Gen.....	788
4280	Smithville, Ohio.....	Smithville Normal School.....	.....	.....	Sch.....	800
4281	Smithville, Ohio.....	Ladies' Hall.....	1866	Free.....	.....	400
4282	Smithville, Ohio.....	Philo Society.....	1870	Free.....	.....	400
4283	South New Lyme, Ohio.....	New Lyme Institute.....	1882	Free.....	Sch.....	550

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4284	South New Lyme, Ohio.	Ennomian Literary Society . }	1882	.....	Soc'y .....	540
4285	South New Lyme, Ohio.	Ladies' Literary Society .... }				
4286	South Salem, Ohio.....	Salem Academy .....			Sch .....	800
4287	Springfield, Ohio.....	Public Library.....	1872	Free ..	Gen .....	12,037
4288	Springfield, Ohio.....	Wittenberg College.....	1847	Sub ..	Col .....	3,000
4289	Springfield, Ohio.....	Excelsior Library.....	1845	Free ..	Soc'y .....	3,000
4290	Springfield, Ohio.....	Philosophian Society .....	1847		Soc'y .....	*3,500
4291	Steubenville, Ohio.....	I. O. O. F. Library .....	1880	Sub ..	I. O. O. F.	3,000
4292	Steubenville, Ohio.....	Steubenville Public School Li- brary.	1881	Free ..	Sch .....	1,612
4293	Tiffin, Ohio .....	College of Ursuline Sisters .....			Col .....	600
4294	Tiffin, Ohio .....	Heidelberg College.....	1850	Free ..	Col .....	6,000
4295	Tiffin, Ohio .....	Excelsior Literary Society.....	1859	Free ..	Soc'y .....	1,781
4296	Tiffin, Ohio .....	Heidelberg Literary Society.....	1859	Free ..	Soc'y .....	1,000
4297	Tiffin, Ohio .....	Theological Seminary .....	1852	Free ..	The'l .....	2,000
4298	Tiffin, Ohio .....	Tiffin Public Library .....	1880	Sub ..	Gen .....	1,900
4299	Tiffin, Ohio .....	Tiffin Public School Library.....	1865	Free ..	Sch .....	400
4300	Toledo, Ohio .....	Public Library .....	1873	Free ..	Gen .....	23,000
4301	Troy, Ohio .....	Kelly's Circulating Library*.....	1868	Sub ..	Soc'l .....	500
4302	Troy, Ohio .....	Union School Library .....		Free ..	Sch .....	1,312
4303	Twinsburg, Ohio.....	Twinsburg Library .....	1851	Sub ..	Gen .....	560
4304	Urbana, Ohio .....	Central Ohio Scientific Associa- tion.	1874	Free ..	Sci .....	350
4305	Urbana, Ohio .....	Library Association .....	1872	Sub ..	Soc'l .....	.....
4306	Urbana, Ohio .....	Urbana University .....	1853	Free ..	Col .....	6,000
4307	Wapakoneta, Ohio.....	Union School Library .....	1882	Free ..	Sch .....	300
4308	Wauseon, Ohio .....	Public Library .....	1875	Sub ..	Gen .....	1,500
4309	Wellington, Ohio.....	Library Association*.....	1874	Sub ..	Gen .....	1,928
4310	Wellsville, Ohio.....	Cleveland and Pittsburgh Rail- road Reading Room Association.	1867	Sub ..	Soc'l .....	1,588
4311	Westerville, Ohio.....	Otterbein University .....	1847	Free ..	Col .....	4,000
4312	Westerville, Ohio.....	Philomathean Literary Soci- ety.	1858	Free ..	Soc'y .....	3,000
4313	Westerville, Ohio.....	Philophronean Society.....	1857	Free ..	Soc'y .....	836
4314	West Farmington, Ohio.....	Western Reserve Seminary .....	1855	Free ..	Sch .....	781
4315	West Farmington, Ohio.....	Adelphian Society .....		Sub ..	Soc'y .....	300
4316	West Salem, Ohio.....	Urith Leatherman Library Asso- ciation of the H. E. C.	1882	Sub ..	Soc'l .....	323
4317	Wilberforce, Ohio.....	Wilberforce Library .....	1876		Gen .....	4,000
4318	Wilberforce, Ohio.....	Wilberforce University .....	1872	Free ..	Col .....	4,000
4319	Wilmington, Ohio.....	High School Library .....		Free ..	Sch .....	300
4320	Wilmington, Ohio.....	Wilmington College.....	1870	Free ..	Col .....	1,130
4321	Wilmington, Ohio.....	Wilmington Library .....	1879	Sub ..	Gen .....	470
4322	Windham, Ohio.....	Library Association .....	1852	Sub ..	Gen .....	500
4323	Woodstock, Ohio.....	Woodstock Library Association.	1874	Sub ..	Gen .....	610
4324	Wooster, Ohio .....	People's Library .....	1883		Gen .....	320
4325	Wooster, Ohio .....	University of Wooster .....	1870	Sub ..	Col .....	10,300
4326	Wyoming, Ohio.....	Wyoming Village Library .....	1882	Sub ..	Soc'l .....	1,210
4327	Xenia, Ohio.....	Public Library .....		Sub ..	Gen .....	5,200
4328	Xenia, Ohio.....	United Presbyterian Theological Seminary	1794	Free ..	The'l .....	4,000
4329	Yellow Springs, Ohio .....	Antioch College .....	1854	Free ..	Col .....	6,000
4330	Yellow Springs, Ohio .....	Union Literary Society .....			Soc'y .....	600
4331	Youngstown, Ohio.....	Youngstown Library Association.	1858	Free ..	Gen .....	2,477
4332	Zanesville, Ohio.....	Athenæum .....	1828	Both ..	Gen .....	9,000
4333	Zanesville, Ohio.....	Buckingham Library of Putnam Seminary.	1845	Both ..	Gen .....	7,000
4334	Albany, Oreg .....	Albany Collegiate Institute.....			Sch .....	500
4335	Albany, Oreg .....	Odd Fellows' Library .....	1877	Free ..	I. O. O. F.	625
4336	Corvallis, Oreg .....	Corvallis College, Adelphian Lit- erary Society.			Soc'y .....	1,000
4337	Cove, Oreg .....	Ascension School .....			Sch .....	1,200
4338	East Portland, Oreg .....	Public School Library .....		Free ..	Sch .....	300
4339	Eugene City, Oreg .....	University of Oregon .....	1876		Col .....	1,256
4340	Eugene City, Oreg .....	Laurean and Eutaxian Societies	1878	Sub ..	Soc'y .....	1,197
4341	Forest Grove, Oreg .....	Pacific University and Tualatin Academy.	1853	Sub ..	Col .....	5,400
4342	Fort Klamath, Oreg.....	Post Library .....		Free ..	Gar .....	500
4343	McMinnville, Oreg.....	McMinnville Baptist College.....	1852	Free ..	Col .....	600
4344	Philomath, Oreg.....	Philomath College .....	1868	Free ..	Col .....	600
4345	Portland, Oreg.....	Bishop Scott Grammar School .....			Sch .....	1,500

\* From a return for 1884.

† Destroyed by fire and re-established in 1870.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Classs.	Number of volumes.
4346	Portland, Oreg.....	Catholic Library Association.....	1805	Sub...	Soc'l.....	2,000
4347	Portland, Oreg.....	Library Association.....	1884	Sub...	Gen.....	13,436
4348	Portland, Oreg.....	Public School Library.....	1876	Free..	Sch.....	476
4349	Portland, Oreg.....	St. Helen's Hall.....			Sch.....	750
4350	Portland, Oreg.....	State Medical Society.....	1874	Sub...	Med.....	400
4351	Salem, Oreg.....	Academy of the Sacred Heart*			Sch.....	2,800
4352	Salem, Oreg.....	State Library.....	1850	Free..	State.....	12,000
4353	Salem, Oreg.....	Willamette University.....	1844	Free..	Col.....	3,000
4354	The Dalles, Oreg.....	Wascoe Independent Academy.....			Sch.....	300
4355	Allegheny, Pa.....	Allegheny Observatory.....	1860		Sci.....	2,000
4356	Allegheny, Pa.....	Public School Library.....	1872	Free..	Sch.....	10,800
4357	Allegheny, Pa.....	Theological Seminary of the Reformed Presbyterian Church.....			The'l.....	2,700
4358	Allegheny, Pa.....	Theological Seminary of the United Presbyterian Church.....			The'l.....	3,100
4359	Allegheny, Pa.....	Western State Penitentiary.....	1840		A. & R.....	6,500
4360	Allegheny, Pa.....	Western Theological Seminary of the Presbyterian Church.....	1827	Free..	The'l.....	25,000
4361	Allegheny, Pa.....	Western University of Pennsylvania.....			Col.....	5,000
4362	Allentown, Pa.....	Academy of Natural Science, Art, and Literature.*	1872	Both..	Sci.....	3,500
4363	Allentown, Pa.....	Female College.....			Col.....	500
4364	Allentown, Pa.....	Muhlenberg College.....	1867	Free..	Col.....	3,000
4365	Allentown, Pa.....	Enterpean Society.....			Soc'y.....	2,000
4366	Allentown, Pa.....	Sophonian Society.....	1867	Sub...	Soc'y.....	1,500
4367	Altoona, Pa.....	Mechanics' Library and Reading Room Association.....	1858	Sub...	Soc'l.....	6,000
4368	Altoona, Pa.....	Mountain City Business College.....			Col.....	538
4369	Altoona, Pa.....	Railroad Men's Christian Association.....	1883	Sub...	Y. M. C. A.....	435
4370	Annvile, Pa.....	Lebanon Valley College.....	1874	Free..	Col.....	2,150
4371	Annvile, Pa.....	Kalozetan Literary Society.....	1876	Free..	Soc'y.....	359
4372	Annvile, Pa.....	Philokosmian Literary Society.....	1866	Free..	Soc'y.....	425
4373	Ashland, Pa.....	High School.....	1880	Both..	Sch.....	600
4374	Avondale, Pa.....	Avondale Library.....	1885	Sub...	Gen.....	350
4375	Beatty, Pa.....	St. Vincent's College.....	1846		Col.....	24,000
4376	Beatty, Pa.....	St. Xavier's Academy.....	1847	Sub...	Sch.....	1,000
4377	Beaver, Pa.....	Beaver College.....	1874	Sub...	Col.....	1,000
4378	Beaver Falls, Pa.....	Geneva College.....	1880	Free..	Col.....	1,000
4379	Bellefonte, Pa.....	Centre County Law Library*.....	1866	Free..	Law.....	500
4380	Bellefonte, Pa.....	Young Men's Christian Association.....	1869	Sub...	Y. M. C. A.....	1,500
4381	Berwick, Pa.....	Young Men's Christian Association.....	1878	Sub...	Y. M. C. A.....	3,501
4382	Bethlehem, Pa.....	Bishop Thorp School*.....			Sch.....	700
4383	Bethlehem, Pa.....	Malin Library of Moravian Literature.....	1832			1,370
4384	Bethlehem, Pa.....	Moravian Archives.....	1742	Free..	Hist'l.....	2,250
4385	Bethlehem, Pa.....	Moravian Seminary.....	1749	Free..	Sch.....	6,000
4386	Bethlehem, Pa.....	Moravian Theological Seminary.....			Sch.....	5,504
4387	Bethlehem, Pa.....	Young Men's Missionary Society.....		Sub...	Soc'l.....	1,000
4388	Birmingham, Pa.....	Mountain Seminary.....	1857		Sch.....	1,200
4389	Blairsville, Pa.....	Ladies' Seminary.....			Sch.....	650
4390	Blairsville, Pa.....	Irving Literary Society.....		Sub...	Soc'y.....	600
4391	Blairsville, Pa.....	Young Men's Christian Association.....	1882	Both..	Y. M. C. A.....	465
4392	Bloomsburg, Pa.....	Columbia County Law Library.....	1863		Law.....	710
4393	Bloomsburg, Pa.....	State Normal School.....	1869	Free..	Sch.....	1,169
4394	Blossburg, Pa.....	Public School Library.....	1874	Free..	Sch.....	300
4395	Bradford, Pa.....	Public School Library.....	1883	Free..	Sch.....	1,575
4396	Bradford, Pa.....	Temperance Reading Room.....	1879	Free..	Soc'l.....	1,060
4397	Brownsville, Pa.....	Woman's Christian Temperance Union Public Library.....	1885	Sub...	Soc'l.....	800
4398	Brumfieldville, Pa.....	Amity Library Association.....	1878	Sub...	Soc'l.....	700
4399	Bryn Mawr, Pa.....	Bryn Mawr College.....	1885	Free..	Col.....	2,000
4400	Buckingham, Pa.....	Hughesian Library Company.....	1874	Sub...	Gen.....	1,415
4401	Butler, Pa.....	St. Paul's Orphan Home.....	1867	Free..	A. & R.....	360
4402	Butler, Pa.....	Witherspoon Institute.....	1850	Free..	Sch.....	300
4403	California, Pa.....	State Normal School.....	1884		Sch.....	800
4404	Camp Hill, Pa.....	Soldiers' Orphan School*.....	1868	Free..	A. & R.....	1,200

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4405	Cannonsburg, Pa. ....	Jefferson Academy .....	.....	.....	Sch. ....	2, 500
4406	Cannonsburg, Pa. ....	Public Library .....	.....	.....	Gen. ....	1, 800
4407	Canton, Pa. ....	Public School .....	1876	Free ..	Sch. ....	300
4408	Carbondale, Pa. ....	Young Men's Library Association .....	1874	Sub ..	Gen. ....	2, 200
4409	Carlisle, Pa. ....	Cumberland County Law Library* .....	1869	Free ..	Law .....	2, 400
4410	Carlisle, Pa. ....	Dickinson College .....	1783	Sub ..	Col. ....	8, 485
4411	Carlisle, Pa. ....	Belle Lettres Society .....	1786	Sub ..	Soc'y ....	10, 611
4412	Carlisle, Pa. ....	Union Philosophical Society .....	.....	.....	Soc'y ....	10, 681
4413	Carlisle, Pa. ....	Hamilton Library Association .....	1874	Sub ..	Gen. ....	500
4414	Carlisle, Pa. ....	Indian Industrial School .....	1879	Free ..	Sch. ....	742
4415	Carrollton, Pa. ....	St. Benedict's E. B. Association .....	1884	.....	.....	300
4416	Catawissa, Pa. ....	Public School Library .....	1881	Free ..	Sch. ....	200
4417	Chambersburg, Pa. ....	Chambersburg Academy .....	1868	.....	Sch. ....	550
4418	Chambersburg, Pa. ....	Franklin County Law Library .....	1865	Free ..	Law .....	500
4419	Chambersburg, Pa. ....	Franklin Library Association .....	1878	Sub ..	Gen. ....	520
4420	Chambersburg, Pa. ....	Wilson Female College .....	1870	Free ..	Col. ....	2, 000
4421	Chester, Pa. ....	Chester Academy .....	.....	.....	Sch. ....	500
4422	Chester, Pa. ....	Mechanics' Library .....	1873	Sub ..	Soc'l .....	3, 000
4423	Chester, Pa. ....	Pennsylvania Military Academy .....	.....	.....	Sch. ....	1, 200
4424	Chester Springs, Pa. ....	McCulloh Literary Society .....	1879	Free ..	Soc'l .....	1, 309
4425	Chester Springs, Pa. ....	Soldiers' Orphan School .....	1866	.....	Sch. ....	1, 200
4426	Clarion, Pa. ....	Carrier Seminary* .....	.....	.....	Sch. ....	1, 000
4427	Coatesville, Pa. ....	Public Library .....	1872	Sub ..	Gen. ....	1, 300
4428	Collegeville, Pa. ....	Pennsylvania Female College .....	1851	Free ..	Col. ....	3, 000
4429	Concordville, Pa. ....	Maplewood Institute .....	.....	.....	Sch. ....	2, 000
4430	Conshohocken, Pa. ....	Franklin Literary Society of Public Schools .....	1872	Free ..	Soc'y ....	724
4431	Coudersport, Pa. ....	Coudersport Library* .....	1843	Sub ..	Soc'l .....	800
4432	Danville, Pa. ....	State Hospital for the Insane .....	1872	.....	A. & R. ....	450
4433	Darby, Pa. ....	Darby Friends' School* .....	.....	.....	Sch. ....	400
4434	Dayton, Pa. ....	Dayton Soldiers' Orphan School* .....	1872	Free ..	A. & R. ....	300
4435	Derry, Pa. ....	Railroad Men's Christian Association .....	1882	Free ..	Y. M. C. A. ....	700
4436	Dixmont, Pa. ....	Western Pennsylvania Hospital for the Insane.* .....	.....	Free ..	A. & R. ....	1, 000
4437	Downingtown, Pa. ....	Chester Valley Academy .....	1870	Free ..	Sch. ....	600
4438	Downingtown, Pa. ....	Downingtown Library .....	1876	Sub ..	Gen. ....	1, 172
4439	Downingtown, Pa. ....	East Caln Library .....	1856	Free ..	.....	529
4440	Doylestown, Pa. ....	Doylestown Seminary .....	.....	.....	Sch. ....	400
4441	Doylestown, Pa. ....	Library Company .....	1856	.....	Gen. ....	4, 600
4442	Drifton, Pa. ....	Industrial School for Miners and Mechanics .....	.....	.....	Sch. ....	500
4443	Easton, Pa. ....	Finley's Circulating Library .....	1880	Sub ..	Soc'l .....	600
4444	Easton, Pa. ....	Lafayette College .....	.....	.....	Col. ....	19, 946
4445	Easton, Pa. ....	Society Libraries .....	.....	.....	Soc'y ....	4, 460
4446	Easton, Pa. ....	Easton Library .....	1811	Sub ..	Gen. ....	5, 700
4447	Easton, Pa. ....	Young Men's Christain Association .....	1869	Free ..	Y. M. C. A. ....	1, 000
4448	Ebensburg, Pa. ....	Dauntless Fire Company .....	1872	Sub ..	Soc'l .....	600
4449	Edinborough, Pa. ....	State Normal School .....	1861	Free ..	Sch. ....	6, 500
4450	Elders Ridge, Pa. ....	Classical and Normal Academy .....	.....	.....	Sch. ....	1, 000
4451	Erie, Pa. ....	City Library .....	1867	Sub ..	Gen. ....	4, 798
4452	Erie, Pa. ....	Masonic Library .....	1867	Free ..	Masonic .....	600
4453	Erie, Pa. ....	St. Benedict's Academy* .....	.....	.....	Sch. ....	450
4454	Erie, Pa. ....	Young Men's Christain Association .....	.....	.....	Y. M. C. A. ....	6, 000
4455	Factoryville, Pa. ....	Keystone Academy .....	1869	Free ..	Sch. ....	2, 200
4456	Fallsington, Pa. ....	Fallsington Library .....	1802	Sub ..	Gen. ....	5, 000
4457	Frankford, Pa. ....	Library and Reading Room .....	.....	Sub ..	Gen. ....	3, 000
4458	Franklin, Pa. ....	Franklin Lodge No. 3. A. O. U. W. ....	1873	Free ..	Soc'l .....	1, 500
4459	Freeland (P. O., Collegeville), Pa. ....	Ursinus College .....	.....	Free ..	Col. ....	8, 000
4460	Germantown, Philadelphia, Pa. ....	Boarding and Day School for Young Ladies (Mrs. M. E. Stevens.) .....	.....	.....	Sch. ....	1, 200
4461	Germantown, Philadelphia, Pa. ....	Friends' Free Library and Reading Room .....	1869	Free ..	Soc'l .....	13, 000
4462	Germantown, Philadelphia, Pa. ....	Germantown Academy .....	.....	Free ..	Sch. ....	600

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4463	Germantown, Philadel- phia, Pa.	Jewish Foster Home and Orphan Asylum.*	.....	Free	A. & R....	350
4464	Germantown, Philadel- phia, Pa.	Library and Historical Society...	1870	Sub...	Hist'l.....	4,317
4465	Germantown, Philadel- phia, Pa.	Orphan Home and Asylum for the Aged.	.....	.....	A. & R....	1,000
4466	Germantown, Philadel- phia, Pa.	Workingmen's Club.....	1877	Free	Soc'l.....	2,000
4467	Germantown, Philadel- phia, Pa.	Young Men's Christian Associa- tion.	1872	.....	Y. M. C. A.	2,500
4468	Gettysburg, Pa.....	Lutheran Historical Society.....	1846	Free	Hist'l.....	700
4469	Gettysburg, Pa.....	Pennsylvania College.....	1832	Free	Col.....	9,000
4470	Gettysburg, Pa.....	Philomathean Society.....	1832	Free	Soc'y.....	5,253
4471	Gettysburg, Pa.....	Phrenakosmian Society.....	1832	.....	Soc'y.....	6,747
4472	Gettysburg, Pa.....	Theological Seminary (Lutheran).	1826	Free	The'l.....	12,000
4473	Greensburg, Pa.....	Seminary for Young Ladies and Men.	.....	.....	Sch.....	1,200
4474	Greensburg, Pa.....	Underwood Library (High School)	1834	.....	Sch.....	602
4475	Greenville, Pa.....	Thiel College.....	1870	Sub...	Col.....	5,000
4476	Greenville, Pa.....	Society Libraries (3).....	1870	.....	Soc'y.....	1,500
4477	Grove City, Pa.....	Grove City College.....	.....	.....	Col.....	2,000
4478	Harford, Pa.....	Soldiers' Orphan School*.....	1835	Free	A. & R....	350
4479	Harleysville, Pa.....	Cassell's Library.....	1830	Free	Gen.....	6,900
4480	Harrisburg, Pa.....	Dauphin County Law Library*.....	1835	Free	Law.....	500
4481	Harrisburg, Pa.....	Dauphin County Historical So- ciety.	1867	Sub...	Hist'l.....	3,000
4482	Harrisburg, Pa.....	Public School Library Association	1876	Sub...	Sch.....	600
4483	Harrisburg, Pa.....	State Agricultural Society.....	1851	Free	Sci.....	2,000
4484	Harrisburg, Pa.....	State Library.....	1816	.....	State.....	60,000
4485	Harrisburg, Pa.....	State Lunatic Hospital.....	1851	Free	A. & R....	1,500
4486	Harrisburg, Pa.....	Young Men's Christian Associa- tion.*	1855	Free	Y. M. C. A.	2,350
4487	Hatborough, Pa.....	Union Library.....	1755	Sub...	Soc'l.....	10,164
4488	Haverford, Pa.....	Haverford College.....	1833	Free	Col.&Soc'y	15,530
4489	Haverford, Pa.....	Athenæum Society.....				
4490	Haverford, Pa.....	Everett Society.....				
4491	Haverford, Pa.....	Logaman Society.....				
4492	Hazleton, Pa.....	Young Men's Christian Associa- tion.	1876	Sub...	Y. M. C. A.	1,000
4493	Hereford, Pa.....	Treichlersville School.....	.....	.....	Sch.....	400
4494	Hoboken, Pa.....	Allegheny County Workhouse.....	1870	.....	A. & R....	1,100
4495	Holmesburg, Pa.....	Thomas Holme Free Library.....	1880	Free	Gen.....	1,530
4496	Honesdale, Pa.....	Law and Library Association*.....	1869	Free	Law.....	1,500
4497	Honesdale, Pa.....	School Library.....	1878	Free	Sch.....	7,298
4498	Honeybrook, Pa.....	Waynesburg Library Association	1863	Sub...	Gen.....	800
4499	Huntingdon, Pa.....	Normal College.....	1876	Free	Sch.....	1,524
4500	Huntingdon, Pa.....	Public School Library.....	1844	.....	Sch.....	700
4501	Huntingdon Valley, Pa.	Sickel Library.....	1880	Sub...	Soc'l.....	1,524
4502	Indiana, Pa.....	State Normal School.....	1875	Free	Sch.....	1,300
4503	Jefferson, Pa.....	Monongahela College.....	.....	.....	Col.....	310
4504	Jenkintown, Pa.....	Friends' Library of Abington.....	1830	Free	Soc'l.....	400
4505	Jersey Shore, Pa.....	Eclectic Institute.....	1835	Free	Sch.....	10,000
4506	Johnstown, Pa.....	Cambridge Library Association.....	1870	Sub...	Gen.....	6,029
4507	Jumonville, Pa.....	Uniontown Soldiers' Orphan School.	1884	Sub...	A. & R....	400
4508	Kennett Square, Pa.....	Union Library.....	1854	Sub...	Gen.....	900
4509	King of Prussia, Pa.....	Union Library of Upper Merion.....	1853	Sub...	Soc'l.....	2,023
4510	Kingston, Pa.....	Bennett Library of Wyoming Seminary.	1844	Sub...	Sch.....	2,400
4511	Kittanning, Pa.....	Book Club.....	1874	Sub...	Soc'l.....	403
4512	Kutztown, Pa.....	Keystone State Normal School, Reference Library.	1866	Free	Sch.....	1,843
4513	Kutztown, Pa.....	Keystone Literary Society.....	.....	.....	Soc'y.....	1,000
4514	Kutztown, Pa.....	Philomathean Literary Society.....	.....	.....	Soc'y.....	1,000
4515	Lancaster, Pa.....	Franklin and Marshall College.....	1853	Free	Col.....	3,556
4516	Lancaster, Pa.....	Diagnostian Society.....	1835	Free	Soc'y.....	5,000
4517	Lancaster, Pa.....	Goethean Society.....	1835	Sub...	Soc'y.....	4,927

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4518	Lancaster, Pa. ....	Lancaster Law Library.....	1854	Sub...	Law .....	3,000
4519	Lancaster, Pa. ....	Linnæan Scientific and Historical Society.	1862	Free..	Sci.&Hist'l	200
4520	Lancaster, Pa. ....	Mechanics' Library Society .....	1828	Both..	Soc'l.....	7,000
4521	Lancaster, Pa. ....	Theological Seminary (German Reformed).	1825	Free..	The'l.....	10,000
4522	Lancaster, Pa. ....	Young Men's Christian Association	1872	Both..	Y. M. C. A.	5,768
4523	Lebanon, Pa. ....	James Coleman Memorial Library.	.....	Free..	Gen .....	1,800
4524	Lebanon, Pa. ....	Public Library .....	1881	Sub...	Gen .....	2,000
4525	Lebanon, Pa. ....	Public School Library .....	.....	.....	Sch. ....	1,000
4526	Lewisburg, Pa. ....	University Library .....	1853	.....	Col. ....	12,000
4527	Lewisburg, Pa. ....	Eupæian Society .....	1850	.....	Soc'y .....	550
4528	Lewisburg, Pa. ....	Theta Alpha Society .....	1850	.....	Soc'y .....	600
4529	Lewisburg, Pa. ....	University Female Institute..	1853	.....	Soc'y .....	1,490
4530	Lewisburg, Pa. ....	Young Men's Christian Association	.....	.....	Y. M. C. A.	300
4531	Lewistown, Pa. ....	Library Association .....	1870	Sub...	Gen .....	3,000
4532	Lincoln University, Pa.	Lincoln University .....	1856	Free..	Col .....	9,000
4533	Lititz, Pa. ....	Linden Hall Seminary .....	1794	.....	Sch. ....	2,600
4534	Lock Haven, Pa. ....	Central State Normal School .....	.....	.....	Sch. ....	2,500
4535	Lock Haven, Pa. ....	Clinton County Law Library .....	1866	Free..	Law .....	800
4536	Lock Haven, Pa. ....	Lock Haven Library .....	1868	Sub...	Gen .....	1,200
4537	London Grove, Pa. ....	Library Company .....	1869	Sub...	Gen .....	635
4538	Loretto, Pa. ....	Saint Aloysius Academy* .....	.....	.....	Sch. ....	700
4539	Loretto, Pa. ....	Saint Francis College* .....	.....	.....	Col .....	4,000
4540	Mansfield, Pa. ....	State Normal School .....	1862	Free..	Sch. ....	4,500
4541	Marietta, Pa. ....	Lyceum of Natural History .....	1872	Free..	Sci .....	1,000
4542	Martinsburg, Pa. ....	Juniata Collegiate Institute and Indian Training School.	.....	.....	Sch. ....	350
4543	Manch Chunk, Pa. ....	Public Library and Literary Association.	1884	Sub...	Gen .....	3,000
4544	Meadville, Pa. ....	Allegheny College .....	1820	Free..	Col .....	12,000
4545	Meadville, Pa. ....	Allegheny Literary Society ..	1835	Free..	Soc'y .....	1,687
4546	Meadville, Pa. ....	Philo-Franklin Society .....	1834	Free..	Soc'y .....	1,000
4547	Meadville, Pa. ....	High School Library .....	1854	Sub...	Sch. ....	800
4548	Meadville, Pa. ....	Library Art and Historical Association.	1863	Sub...	Soc'l.....	4,000
4549	Meadville, Pa. ....	Theological School .....	.....	.....	Sch. ....	18,000
4550	Mechanicsburg, Pa. ....	Library and Literary Association.	1872	Sub...	Gen .....	2,500
4551	Media, Pa. ....	Brooke Hall Female Seminary....	.....	.....	Sch. ....	760
4552	Media, Pa. ....	Delaware County Institute of Science.	1833	.....	Sci .....	2,500
4553	Media, Pa. ....	Media Academy* .....	.....	.....	Sch. ....	3,000
4554	Millersville, Pa. ....	State Normal School, Pogo Library.	1856	Sub...	Soc'y .....	2,000
4555	Millersville, Pa. ....	Normal Library .....	1857	Sub...	Soc'y .....	2,000
4556	Milton, Pa. ....	High School Library .....	1883	Both..	Sch. ....	1,000
4557	Morgantza, Pa. ....	State Reform School Library .....	1876	Free..	A. & R...	800
4558	Mount Pleasant, Pa. ....	Western Pennsylvania Classical and Scientific Institute.	1873	Free..	Sch. ....	1,400
4559	Murrysville, Pa. ....	Laird Institute .....	1865	Sub...	Sch. ....	630
4560	Mysertown, Pa. ....	Palatinate College, Society Libraries.	.....	.....	Soc'y .....	1,190
4561	Natrona, Pa. ....	Natrona Library .....	1882	Free..	Gen .....	1,000
4562	New Bedford, Pa. ....	St. Mary's Library .....	1864	.....	Soc'l.....	3,200
4563	New Berlin, Pa. ....	Union Seminary, Excelsior Society.	1855	Free..	Soc'y .....	1,300
4564	New Berlin, Pa. ....	Neocosmian Society .....	1853	Free..	Soc'y .....	1,314
4565	New Brighton, Pa. ....	Young Men's Library Association.	1852	Sub...	Gen .....	2,200
4566	New Lebanon, Pa. ....	McElwain Institute* .....	.....	.....	Sch. ....	400
4567	New Wilmington, Pa. ....	Westminster College .....	.....	.....	Col .....	4,500
4568	New Wilmington, Pa. ....	Society Libraries (3) .....	.....	.....	Soc'y .....	1,400
4569	Norristown, Pa. ....	High School Library .....	1870	Free..	Sch. ....	400
4570	Norristown, Pa. ....	Library Company .....	1795	.....	Gen .....	8,000
4571	Norristown, Pa. ....	McCann Library .....	1884	Free..	Gen .....	2,200
4572	Norristown, Pa. ....	Montgomery County Law Library.	1860	Free..	Law .....	3,000
4573	Norristown, Pa. ....	State Hospital for the Insane .....	1830	Free..	A. & R...	3,000
4574	Norristown, Pa. ....	Treemount Seminary .....	.....	.....	Sch. ....	1,300
4575	North East, Pa. ....	St. Mary's Preparatory College....	.....	.....	Col .....	3,000

\*From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4576	Ogontz, Pa. ....	School for Young Ladies .....	.....	.....	Sch. ....	4,000
4577	Oley, Pa. ....	Oley Academy .....	.....	.....	Sch. ....	300
4578	Orwell, Pa. ....	Orwell Library Association .....	1876	Sub. ....	Gen. ....	875
4579	Overbrook, Pa. ....	Seminary St. Charles, of Borromeo. ....	1833	Free. ....	Theol. ....	16,500
4580	Oxford, Pa. ....	Oxford Library .....	1794	.....	Gen. ....	2,000
4581	Philadelphia, Pa. ....	Academy of Natural Sciences .....	1812	Free. ....	Sci. ....	40,000
4582	Philadelphia, Pa. ....	American Baptist Historical Society. ....	1833	Free. ....	Hist'l. ....	7,100
4583	Philadelphia, Pa. ....	American Baptist Publication Society. ....	1840	.....	Soc'l. ....	3,000
4584	Philadelphia, Pa. ....	American Entomological Society. ....	1859	Free. ....	Sci. ....	1,593
4585	Philadelphia, Pa. ....	American Philosophical Society. ....	1743	.....	Sci. ....	50,000
4586	Philadelphia, Pa. ....	American Sunday School Union, Editorial Library.* .....	1824	.....	Soc'l. ....	10,000
4587	Philadelphia, Pa. ....	Apprentices' Library .....	1820	Free. ....	Soc'l. ....	18,000
4588	Philadelphia, Pa. ....	Athenæum Library* .....	1814	Sub. ....	Soc'l. ....	25,000
4589	Philadelphia, Pa. ....	Board of Trade .....	1833	Free. ....	Mer. ....	700
4590	Philadelphia, Pa. ....	Broad Street Academy .....	1863	Free. ....	Sch. ....	4,000
4591	Philadelphia, Pa. ....	Burd Orphan Asylum .....	1862	.....	A. & R. ....	4,000
4592	Philadelphia, Pa. ....	Byberry Library* .....	1793	Sub. ....	Soc'l. ....	2,500
4593	Philadelphia, Pa. (322 Chestnut st.).	Carpenters' Company .....	1733	Free. ....	Soc'l. ....	5,000
4594	Philadelphia, Pa. ....	Catholic Philopatrian Society .....	1850	Free. ....	Soc'l. ....	3,500
4595	Philadelphia, Pa. ....	Charter Oak Library .....	1855	Free. ....	.....	300
4596	Philadelphia, Pa. (914 North Broad st.).	Children's Homœopathic Hospital. ....	1879	Free. ....	A. & R. ....	307
4597	Philadelphia, Pa. ....	Christ Church Hospital .....	1772	Free. ....	A. & R. ....	2,000
4598	Philadelphia, Pa. ....	Christian Hall Library Company. ....	1871	Free. ....	Soc'l. ....	6,000
4599	Philadelphia, Pa. ....	Church of the Holy Apostles Parish Library. ....	1873	Free. ....	Soc'l. ....	950
4600	Philadelphia, Pa. ....	College of Physicians .....	1789	Free. ....	Med. ....	37,048
4601	Philadelphia, Pa. (Tacony.).	Disston Library .....	1834	Sub. ....	Gen. ....	1,600
4602	Philadelphia, Pa. ....	Eastburn Mariners' Library .....	.....	Free. ....	Soc'l. ....	350
4603	Philadelphia, Pa. ....	Eastern State Penitentiary .....	1830	.....	A. & R. ....	7,662
4604	Philadelphia, Pa. ....	Edwin Forrest Home .....	1873	.....	Soc'l. ....	7,000
4605	Philadelphia, Pa. ....	Educational Home .....	1873	Free. ....	A. & R. ....	475
4606	Philadelphia, Pa. ....	Engineers' Club .....	1877	Free. ....	Sci. ....	3,000
4607	Philadelphia, Pa. ....	First New Jerusalem Society .....	1883	Free. ....	Soc'l. ....	730
4608	Philadelphia, Pa. ....	Franklin Institute .....	1824	.....	Sci. ....	24,240
4609	Philadelphia, Pa. ....	George Institute .....	1872	Sub. ....	.....	5,000
4610	Philadelphia, Pa. ....	German Society of Pennsylvania .....	1817	Sub. ....	Soc'l. ....	22,000
4611	Philadelphia, Pa. ....	Girard College* .....	.....	.....	Col. ....	8,512
4612	Philadelphia, Pa. ....	Girls Normal School .....	1850	Free. ....	Sch. ....	1,600
4613	Philadelphia, Pa. ....	Grand Lodge of Pennsylvania, F. A. A. M. ....	1787	Free. ....	Masonic ....	5,000
4614	Philadelphia, Pa. ....	Hahnemann Medical College and Hospital. ....	1860	Sub. ....	Med. ....	5,000
4615	Philadelphia, Pa. (629 Walnut st.).	Hirst Free Law Library .....	1885	Free. ....	Law .....	2,706
4616	Philadelphia, Pa. ....	Historical Society of Pennsylvania .....	1824	Free. ....	Hist'l. ....	28,162
4617	Philadelphia, Pa. (701 Walnut st.).	Home Teaching and Free Circulating Library for the Blind. ....	1883	Free. ....	Soc'l. ....	500
4618	Philadelphia, Pa. ....	House of Correction, Employment and Reformation. ....	1881	Free. ....	A & R. ....	500
4619	Philadelphia, Pa. (2001 Race st.).	Institution for the Blind .....	1833	Free. ....	Sch. ....	3,600
4620	Philadelphia, Pa. ....	Institution for the Deaf and Dumb .....	1833	Free. ....	Sch. ....	3,000
4621	Philadelphia, Pa. (1019 North Second st.).	James Page Library Company .....	1841	Sub. ....	.....	1,000
4622	Philadelphia, Pa. (cor. Girard ave. and Day st.).	Kensington Literary Institute* .....	1852	Sub. ....	Soc'l. ....	500
4623	Philadelphia, Pa. ....	La Salle College .....	1868	Sub. ....	Col. ....	4,600
4624	Philadelphia, Pa. ....	Law Association .....	1802	Sub. ....	Law .....	10,112
4625	Philadelphia, Pa. (1520 Race st.).	Library Association of Friends .....	1835	Free. ....	Soc'l. ....	9,951
4626	Philadelphia, Pa. ....	Library Company of Philadelphia. ....	1731	.....	Gen. ....	150,000

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4627	Philadelphia, Pa. (1106 South Fifth st.).	Masonic Home Library .....	1885	Free..	Soc'l.....	353
4628	Philadelphia, Pa. ....	Mechanics' Institute of South- work.	1852	Sub...	Soc'l.....	5,000
4629	Philadelphia, Pa. (603 Fairmont ave.).	Medical Library of the Northern Dispensary.	1816	Free..	Med .....	700
4630	Philadelphia, Pa. ....	Memorial Free Library of Mt. Airy	1885	Free..	Gen .....	1,330
4631	Philadelphia, Pa. ....	Mercantile Library Company.....	1821	Sub...	Mer .....	152,000
4632	Philadelphia, Pa. ....	Moyamensing Literary Institute..	1853	Free..	Soc'l.....	6,000
4633	Philadelphia, Pa. ....	Mt. St. Joseph's Library .....	1858	Sub...	Sch .....	3,000
4634	Philadelphia, Pa. (1104 Walnut st.).	Mutual Library Company.....	1879	Sub...	Soc'l.....	43,400
4635	Philadelphia, Pa. ....	Naval Asylum.....	1858	Free..	A. & R .....	2,850
4636	Philadelphia, Pa. ....	North Broad Street Select School.	.....	.....	Sch .....	350
4637	Philadelphia, Pa. ....	Northern Home .....	1853	Free..	A. & R .....	1,200
4638	Philadelphia, Pa. ....	Numismatic and Antiquarian So- ciety.	1857	Sub...	Sci .....	7,500
4639	Philadelphia, Pa. (140 North Sixth st.).	Odd Fellows' Library .....	1846	Sub...	I. O. O. F..	12,000
4640	Philadelphia, Pa. ....	Pennsylvania Board of Public Charities.	1869	Free..	Soc'l.....	800
4641	Philadelphia, Pa. ....	Pennsylvania Horticultural Society	1827	Free..	Sci .....	1,050
4642	Philadelphia, Pa. ....	Pennsylvania Hospital .....	1763	Free..	Med .....	15,000
4643	Philadelphia, Pa. ....	Pennsylvania Hospital for the In- sane, Department for females.	1841	Free..	A. & R .....	2,200
4644	Philadelphia, Pa. ....	Department for males.....	1860	Free..	A. & R .....	2,047
4645	Philadelphia, Pa. ....	Philadelphia City Institute .....	1851	Free..	Soc'l.....	9,023
4646	Philadelphia, Pa. ....	Philadelphia Club .....	1834	Free..	Soc'l.....	2,000
4647	Philadelphia, Pa. ....	Philadelphia College of Pharmacy.	1821	Free..	Sci .....	4,000
4648	Philadelphia, Pa. ....	Philadelphia County Prison* .....	1844	Free..	A. & R .....	2,000
4649	Philadelphia, Pa. ....	Philadelphia Divinity School (Prot- estant Episcopal).	1857	Free..	The'l .....	9,080
4650	Philadelphia, Pa. ....	Philadelphia Hospital .....	1808	Free..	Med .....	3,802
4651	Philadelphia, Pa. ....	Philadelphia Maritime Exchange.	1875	Free..	.....	500
4652	Philadelphia, Pa. ....	Philadelphia Seminary .....	1871	Free..	Sch .....	1,800
4653	Philadelphia, Pa. ....	Philadelphia Turngemeinde .....	1849	Free..	Soc'l.....	1,069
4654	Philadelphia, Pa. ....	Post No. 2, Grand Army Republic.	1871	Free..	Soc'l.....	1,000
4655	Philadelphia, Pa. ....	Presbyterian Board of Publication.	1838	Free..	.....	3,000
4656	Philadelphia, Pa. ....	Presbyterian Historical Society....	1852	Free..	Hist'l .....	20,000
4657	Philadelphia, Pa. ....	Presbyterian Home for Widows and Single Women.	1875	Free..	A. & R .....	800
4658	Philadelphia, Pa. ....	Public School Libraries a .....	1831- 1841	} Free..	Sch .....	3,737
4659	Philadelphia, Pa. ....	Roxborough Lyceum* .....	1857		Gen .....	1,700
4660	Philadelphia, Pa. ....	St. George's Library .....	1882		Soc'l.....	500
4661	Philadelphia, Pa. ....	St. Timothy's Workingmen's Club and Institute.	1873		Soc'l.....	2,200
4662	Philadelphia, Pa. (1811 Walnut street).	Social Art Club .....	1874	Free..	Soc'l.....	1,000
4663	Philadelphia, Pa. (765 South Second street).	Southwark Library .....	1831	Sub...	.....	9,746
4664	Philadelphia, Pa. ....	Spring Garden Institute .....	1850	Free..	Sci .....	13,000
4665	Philadelphia, Pa. ....	Teachers' Institute .....	1867	Sub...	.....	9,426
4666	Philadelphia, Pa. ....	Theological Seminary (Evangelical Lutheran).	.....	.....	Sch .....	17,000
4667	Philadelphia, Pa. (Sixteenth street, above Cherry).	Three Monthly Meetings of Friends.	1742	Free..	Soc'l.....	8,634
4668	Philadelphia, Pa. ....	Universal Peace Union .....	1866	Free..	Soc'l.....	1,000
4669	Philadelphia, Pa. ....	University of Pennsylvania .....	1755	Free..	Col .....	28,000
4670	Philadelphia, Pa. ....	Stillé Medical Library .....	1878	Free..	Med .....	7,500
4671	Philadelphia, Pa. ....	Wagner Free Institute of Science	1855	Free..	Sci .....	6,000
4672	Philadelphia, Pa. (40 Ludlow street).	West Philadelphia Institute .....	1853	Sub...	Gen .....	6,000
4673	Philadelphia, Pa. ....	West Philadelphia Medical Book Club and Library Association.	1870	Sub...	Med .....	850
4674	Philadelphia, Pa. ....	West Walnut Street Seminary....	1870	Free..	Sch .....	1,050

\*From a return for 1884. a Report of only five libraries each having 300 volumes or over has been received.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4675	Philadelphia, Pa. ....	William Penn Charter School. ....	.....	.....	Sch. ....	400
4676	Philadelphia, Pa. ....	Woman's Hospital. ....	1863	Free..	Med. & Gen	2,000
4677	Philadelphia, Pa. (1117 Arch street).	Women's Christian Association. ....	1875	Free..	Soc'l. ....	1,946
4678	Philadelphia, Pa. ....	Young Men's Christian Association. ....	1854	Sub...	Y. M. C. A.	5,600
4679	Philadelphia, Pa. ....	Zoological Society. ....	.....	.....	Sci. ....	300
4680	Philipsburg, Pa. ....	Library Association*. ....	1870	Sub...	Gen. ....	800
4681	Phoenixville, Pa. ....	Young Men's Literary Union. ....	1857	Sub...	Soc'l. ....	2,300
4682	Pittsburg, Pa. ....	Allegheny County Law Library. ....	1867	Free..	Law. ....	15,000
4683	Pittsburg, Pa. ....	Bishop Bowman Institute. ....	.....	.....	Sch. ....	15,000
4684	Pittsburg, Pa. ....	Catholic College of the Holy Ghost. ....	1873	Sub...	Col. ....	3,000
4685	Pittsburg, Pa. ....	Catholic Library. ....	1863	Sub...	Soc'l. ....	2,500
4686	Pittsburg, Pa. ....	Central Turn Association. ....	1871	Free..	Soc'l. ....	400
4687	Pittsburg, Pa. ....	Chamber of Commerce. ....	1876	Free..	Mer. ....	550
4688	Pittsburg, Pa. ....	Curry Institute and Union Business College.*. ....	.....	.....	Col. ....	300
4689	Pittsburg, Pa. ....	Engineers' Society of Western Pennsylvania. ....	1861	Free..	Sci. ....	1,150
4690	Pittsburg, Pa. ....	High School Library. ....	1855	Free..	Sch. ....	2,000
4691	Pittsburg, Pa. ....	Homoeopathic Medical and Surgical Hospital and Dispensary. ....	.....	.....	Med. ....	400
4692	Pittsburg, Pa. ....	Library Association. ....	1851	Sub...	Gen. ....	19,000
4693	Pittsburg, Pa. ....	St. Ursula's Academy. ....	.....	.....	Sch. ....	2,000
4694	Pittsburg, Pa. ....	Teacher's Library. ....	1885	Sub...	Soc'l. ....	2,500
4695	Pittsburg, Pa. ....	Young Men's Christian Association. ....	1871	Free..	Y. M. C. A.	1,500
4696	Pittston, Pa. ....	Library Association. ....	1873	Free..	Gen. ....	500
4697	Pleasant Mount, Pa. ....	Academy Library Association. ....	.....	.....	Sch. ....	400
4698	Pottstown, Pa. ....	Public School Library. ....	1876	Free..	Sch. ....	1,600
4699	Pottstown, Pa. ....	Young Men's Christian Association. ....	1878	Free..	Y. M. C. A.	600
4700	Pottsville, Pa. ....	Gowen Post No. 23, Grand Army Republic. ....	1874	Free..	Soc'l. ....	800
4701	Pottsville, Pa. ....	Pottsville Athenæum. ....	1877	Sub...	Gen. ....	3,500
4702	Pottsville, Pa. (Center street).	Public School Library*. ....	1850	Free..	Sch. ....	1,200
4703	Pottsville, Pa. ....	Schuylkill County Law Library. ....	1861	Free..	Law. ....	2,702
4704	Quakertown, Pa. ....	Richland Library Company. ....	1795	Sub...	Gen. ....	2,400
4705	Reading, Pa. ....	Berks County Law Library. ....	1843	Free..	Law. ....	3,500
4706	Reading, Pa. ....	High School Library. ....	1879	Free..	Sch. ....	800
4707	Reading, Pa. ....	Reading Library*. ....	1808	Sub...	Gen. ....	7,000
4708	Reading, Pa. ....	Spencer F. Baird Naturalist's Association. ....	1882	Free..	Sci. ....	341
4709	Reidsburg. ....	Reid Institute. ....	1867	Free..	Sch. ....	500
4710	Rimersburg, Pa. ....	Clarion Collegiate Institute. ....	1884	Sub...	Sch. ....	425
4711	St. Mary's, Pa. ....	St. Mary's Benedictine Priory*. ....	1854	Free..	The'l. ....	1,000
4712	Scranton, Pa. ....	Welsh Philosophical Society and Free Library. ....	1863	Both..	Gen. ....	2,000
4713	Scranton, Pa. ....	School of the Lackawana. ....	1873	Free..	Sch. ....	1,800
4714	Scranton, Pa. ....	Young Men's Christian Association, Railroad Department. ....	1881	Sub...	Y. M. C. A.	900
4715	Selin's Grove, Pa. ....	Missionary Institute. ....	1858	Free..	The'l. ....	2,500
4716	Selin's Grove, Pa. ....	Clonion Literary Society. ....	1866	Free..	Soc'y. ....	600
4717	Sewickley, Pa. ....	Public Library. ....	1873	Both..	Gen. ....	2,500
4718	Sharon, Pa. ....	Public School Library. ....	1877	Free..	Sch. ....	867
4719	Sharpsburg, Pa. ....	Public Library of Young Men's Christian Association. ....	1881	Free..	Y. M. C. A.	450
4720	Shenandoah, Pa. ....	School District Library. ....	1881	Free..	Sch. ....	1,196
4721	Shippensburg, Pa. ....	State Normal School, Philomathean Society. ....	1876	Free..	Soc'y. ....	325
4722	Shoemakerstown, Pa. ....	Cheltenham Academy. ....	.....	.....	Sch. ....	300
4723	Somerset, Pa. ....	Somerset County Law Library*. ....	1865	Free..	Law. ....	500
4724	South Bethlehem, Pa. ....	Lechanewski Club. ....	1885	Free..	Soc'l. ....	900
4725	South Bethlehem, Pa. ....	Lehigh University. ....	1878	Free..	Col. ....	61,000
4726	South Hermitage, Pa. ....	Pequea Presbyterian Church Library. ....	1871	Free..	Soc'l. ....	1,200
4727	Starrucca, Pa. ....	Starrucca Library. ....	1870	Sub...	Gen. ....	600
4728	State College, Pa. (P. O.).	Pennsylvania State College. ....	.....	.....	Col. ....	3,500
4729	State College, Pa. (P. O.).	Cressen Literary Society*. ....	.....	Free..	Soc'y. ....	1,290
4730	State College, Pa. (P. O.).	Washington Literary Society*. ....	.....	Free..	Soc'y. ....	1,260

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4731	Strasburg, Pa.....	Public School Library *	1874	Free..	Sch.....	600
4732	Stroudsburg, Pa.....	Brown's Circulating Library.....	1866	Sub..	Soc'l.....	763
4733	Stroudsburg, Pa.....	Library Association.....	1892	Sub..	Gen.....	1,360
4734	Sugar Grove, Pa.....	Hopkin's Library of Sugar Grove Seminary.	1884	Free..	Sch.....	950
4735	Susquehanna, Pa.....	Library Association of Susquehanna Depot.	1861	Sub..	Gen.....	3,021
4736	Swarthmore, Pa.....	Swarthmore College.....	1881	Free..	Col.....	7,415
4737	Swarthmore, Pa.....	Delphic Literary Society.....	1873	Sub..	Soc'y.....	997
4738	Swarthmore, Pa.....	Ennomian Literary Society.....	1874	Sub..	Soc'y.....	825
4739	Tarentum, Pa.....	Odd Fellows' Library.....	1870	Sub..	I. O. O. F..	930
4740	Tidioute, Pa.....	Eden Lodge Library, I. O. O. F.....	1875	Free..	I. O. O. F..	400
4741	Tidioute, Pa.....	Union and Normal High School Library. *	1872	Free..	Sch.....	913
4742	Titusville, Pa.....	Clark's Commercial College *	.....	.....	Sch.....	700
4743	Titusville, Pa.....	Titusville Library *	1877	Sub..	Gen.....	3,500
4744	Torresdale, Pa.....	Institute of the Sacred Heart.....	.....	.....	Sch.....	1,000
4745	Towanda, Pa.....	Susquehanna Collegiate Institute.	1854	Sub..	Sch.....	1,100
4746	Towanda, Pa.....	Towanda Library.....	1878	Sub..	Gen.....	1,038
4747	Trappe, Pa.....	Washington Hall Collegiate Institute, Phi Kappa Tau Society.	1856	.....	Soc'y.....	1,633
4748	Troy, Pa.....	Graded and High School.....	1863	Free..	Sch.....	750
4749	Uniontown, Pa.....	Book Club*.....	1868	Sub..	Soc'l.....	896
4750	Uniontown, Pa.....	Public School Library.....	1879	Free..	Sch.....	540
4751	Upland, Pa.....	Bucknell Library of Crozer Theological Seminary.	1868	Free..	The'l.....	9,000
4752	Villanova, Pa.....	Villanova Library.....	1842	Sub..	.....	2,500
4753	Warren, Pa.....	Library Association.....	1871	Sub..	Gen.....	4,800
4754	Washington, Pa.....	Citizens' Library.....	1870	Both..	Gen.....	6,500
4755	Washington, Pa.....	Trinity Hall.....	.....	.....	Sch.....	400
4756	Washington, Pa.....	Washington County Law Library*	1871	Free..	Law.....	1,332
4757	Washington, Pa.....	Washington Female Seminary.....	1836	Free..	Sch.....	600
4758	Washington, Pa.....	Washington and Jefferson College.	1802	Free..	Col.....	5,200
4759	Washington, Pa.....	Reading-Room Library.....	1835	Free..	Soc'y.....	4,344
4760	Waterford, Pa.....	Waterford Academy.....	.....	.....	Sch.....	375
4761	Waynesburg, Pa.....	Waynesburg College.....	1856	Free..	Col.....	2,000
4762	Weatherby, Pa.....	Presbyterian Congregational Library.	1885	Free..	Soc'l.....	350
4763	West Chester, Pa.....	Birmingham Friends' Meeting Library.	.....	Free..	Soc'l.....	640
4764	West Chester, Pa.....	Chester County Law and Miscellaneous Library.	1862	Sub..	Law & Gen	1,940
4765	West Chester, Pa.....	Friends' Library Association.....	.....	Sub..	Soc'l.....	751
4766	West Chester, Pa.....	Library Association.....	1873	Sub..	Gen.....	2,050
4767	West Chester, Pa.....	State Normal School.....	1871	Free..	Sch.....	3,600
4768	West Grove, Pa.....	Free Library.....	1873	Free..	Gen.....	1,100
4769	Westtown, Pa.....	Westtown Boarding School.....	1799	Free..	Sch.....	3,900
4770	White Haven, Pa.....	Public School Library.....	1883	Free..	Sch.....	300
4771	Wilkes Barre, Pa.....	Hospital Library.....	1881	.....	.....	300
4772	Wilkes Barre, Pa.....	Law and Library Association.....	.....	Sub..	Gen & Law	3,500
4773	Wilkes Barre, Pa.....	Saint Nicholas Library.....	1875	Sub..	.....	500
4774	Wilkes Barre, Pa.....	Wyoming Athenæum.....	.....	Sub..	Soc'l.....	1,500
4775	Wilkes Barre, Pa.....	Wyoming Historical and Geological Society.	1855	Free..	Hist'l & Sci	5,200
4776	Wilkes Barre, Pa.....	Young Men's Christian Association	1871	Free..	Y. M. C. A.	1,000
4777	Wilkinsburg, Pa.....	Saint Stephen's Parish Library...	1884	Free..	Soc'l.....	500
4778	Williamsport, Pa.....	Dickinson Seminary.....	.....	Sub..	Sch.....	2,500
4779	Williamsport, Pa.....	Lycoming County Law Association.	1870	Sub..	Law.....	1,000
4780	Williamsport, Pa.....	School District Library.....	1883	Free..	Sch.....	1,263
4781	Williamsport, Pa.....	Young Men's Christian Association	1865	Sub..	Y. M. C. A.	1,300
4782	Womelsdorf, Pa.....	Bethany Orphans' Home.....	1863	Free..	A. & R.....	300
4783	York, Pa.....	Cassat Library, York Collegiate Institute.	.....	.....	Sch.....	3,000
4784	York, Pa.....	Franklin Institute.....	1779	Free..	Gen.....	500
4785	York, Pa.....	United Library Association.....	1873	Both..	Gen.....	3,600
4786	York, Pa.....	York County Law Library*	1863	Free..	Law.....	2,000
4787	York, Pa.....	Young Men's Christian Association	1807	Free..	Y. M. C. A.	500

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4788	Anthony, R. I. ....	Anthony Lyceum Library .....	.....	Free.	Soc'l .....	1,741
4789	Anthony, R. I. ....	Free Library .....	1840	Free.	Gen .....	2,000
4790	Apponaug, R. I. ....	Free Library .....	.....	Free.	Gen .....	819
4791	Ashaway, R. I. ....	Ashaway Library .....	1872	Free.	Gen .....	2,370
4792	Ashton, R. I. ....	Ashton Library .....	1869	Sub.	Gen .....	653
4793	Barrington, R. I. ....	Public Library .....	1880	Free.	Gen .....	3,451
4794	Bristol, R. I. ....	Rogers Free Library .....	1877	Free.	Gen .....	8,482
4795	Bristol, R. I. ....	St. Mary's Total Abstinence So- ciety.	1872	Free.	Soc'l .....	435
4796	Bristol, R. I. ....	Young Men's Christian Association	1863	Sub.	Y.M.C.A.	2,600
4797	Burrellville, R. I. ....	Library Association .....	1862	Sub.	Gen .....	508
4798	Carolina, R. I. ....	Public Library .....	1881	Free.	Gen .....	1,015
4799	Central Falls, R. I. ....	Free Public Library .....	1882	Free.	Gen .....	1,500
4800	Centredale, R. I. ....	Union Free Library .....	1869	Free.	Gen .....	1,883
4801	Chepachet, R. I. ....	Manton Library .....	1847	Sub.	.....	1,000
4802	Cranston, R. I., (P. O. Howard.)	Rhode Island State Prison.....	1838	Free.	A. & R....	1,500
4803	East Greenwich, R. I. ....	East Greenwich Academy *.....	1802	Free.	Sch. ....	2,560
4804	East Greenwich, R. I. ....	Free Library .....	1869	Free.	Gen .....	3,400
4805	East Providence Cen- tre, R. I. ....	East Providence Free Library ..	1819	Free.	Gen .....	1,016
4806	Exeter, R. I. ....	Manton Free Library .....	1881	Free.	Gen .....	1,151
4807	Fort Adams, R. I. ....	Post Library .....	.....	Free.	Gar .....	1,150
4808	Foster Centre, R. I. ....	Poster Manton Library.....	1806	Sub.	.....	1,250
4809	Greenville, R. I. ....	Public Library .....	1882	Free.	Gen .....	1,760
4810	Jamestown, R. I. ....	Jamestown Philomenian Library.	1842	Free.	Gen .....	1,775
4811	Kingston, R. I. ....	Free Library .....	1875	Free.	Gen .....	2,800
4812	Little Compton, R. I. ....	Free Public Library.....	1878	Free.	Gen .....	1,050
4813	Lonsdale, R. I. ....	Library and Reading Room Asso- ciation.	1849	Sub.	Gen .....	3,500
4814	Manville, R. I. ....	Manville Library .....	1873	Free.	Gen .....	1,606
4815	Middletown, R. I., (P. O., Newport).	Free Library, District No. 1 .....	1876	Free.	Gen .....	1,156
4816	Newport, R. I. ....	Newport Historical Society.....	1853	Sub.	Hist'l.....	3,500
4817	Newport, R. I. ....	People's Library .....	1870	Free.	Gen .....	25,650
4818	Newport, R. I. ....	Redwood Library and Athenæum.	1780	Sub.	Gen .....	31,700
4819	Newport, R. I. ....	Rogers High School Library .....	1873	.....	Sch. ....	*700
4820	Newport, R. I. ....	Ward's Circulating Library .....	1874	Sub.	Soc'l .....	1,600
4821	New Shoreham, R. I., (Block Island).	Island Free Library .....	1876	Free.	Gen .....	1,820
4822	North Smithfield, R. I., (P. O., Woonsocket).	Slatersville Reading Room and Library.	1843	Sub.	Gen .....	1,600
4823	Olneyville, R. I. ....	Free Library Association.....	1875	Free.	Gen .....	1,425
4824	Pascoag, R. I. ....	Ladies' Pascoag Library Associa- tion.	1876	Sub.	Soc'l .....	1,100
4825	Pawtucket, R. I. ....	Enterprise Lodge No. 22, I. O. O. F.	1885	Free.	I. O. O. F..	580
4826	Pawtucket, R. I. ....	Free Public Library.....	1876	Free.	Gen .....	9,313
4827	Pawtucket, R. I. ....	High School Library .....	1865	Free.	Sch .....	400
4828	Peacedale, R. I. ....	Narragansett Library Association	1855	Free.	Gen .....	3,320
4829	Phenix, R. I. ....	Pawtuxet Valley Free Library ..	1884	Free.	Gen .....	2,700
4830	Pontiac, R. I. ....	Free Library .....	1884	Free.	Gen .....	940
4831	Providence, R. I. ....	Arnold's Circulating Library.....	1853	Sub.	Soc'l .....	4,422
4832	Providence, R. I. ....	Broadway Circulating Library ..	1876	Sub.	Soc'l .....	625
4833	Providence, R. I. ....	Brownson Lyceum .....	1858	Free.	Soc'l .....	1,000
4834	Providence, R. I. ....	Brown University .....	1768	.....	Col. ....	62,800
4835	Providence, R. I. ....	Butler Hospital for the Insane*.	1847	Free.	A. & R....	2,500
4836	Providence, R. I. ....	Davis' Circulating Library .....	1849	Sub.	Soc'l .....	6,000
4837	Providence, R. I. ....	English and Classical School ..	1864	Free.	Sch .....	1,200
4838	Providence, R. I. ....	Franklin Lyceum* .....	1851	Sub.	Soc'l .....	9,000
4839	Providence, R. I. ....	Friends' School .....	1819	Sub.	Sch .....	6,300
4840	Providence, R. I. ....	Globe Circulating Library .....	.....	Sub.	Soc'l .....	863
4841	Providence, R. I. ....	Gregory's Circulating Library ..	1881	Sub.	Soc'l .....	3,500
4842	Providence, R. I. (235 Benefit st.).	Miss Gardner's School for Young People.	.....	.....	Sch .....	500
4843	Providence, R. I. ....	Providence Athenæum .....	1836	Sub.	Gen .....	44,582
4844	Providence, R. I. ....	Public Library .....	1878	Free.	Gen .....	33,047
4845	Providence, R. I. ....	Public School Libraries (3) .....	1875- 1880	Free.	Sch .....	2,200

\*From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4846	Providence, R. I.	Rhode Island Historical Society	1822	Free..	Hist'l	16, 000
4847	Providence, R. I.	Rhode Island Hospital	1868	Free..	Med	2, 500
4848	Providence, R. I.	Rhode Island Medical Society	1879	Free..	Med	4, 593
4849	Providence, R. I.	Rhode Island School for the Deaf			Sch	325
4850	Providence, R. I.	Rhode Island State Normal School	1871	Free..	Sch	1, 200
4851	Providence, R. I.	State Board of Health	1878	Free..	San. Sci.	500
4852	Providence, R. I.	State Law Library	1868	Free..	Law	12, 000
4853	Providence, R. I.	Union for Christian Work	1868	Free..		3, 437
4854	Providence, R. I.	Woonasquatucket Library	1875	Free..	Soc'l	1, 882
4855	Providence, R. I.	Young Men's Christian Association.	1853	Sub..	Y. M. C. A.	4, 000
4856	Riverside, R. I.	Free Public Library	1881	Free..	Gen	1, 206
4857	Tiverton, R. I.	Whitridge Hall Free Library	1875	Free..	Gen	1, 487
4858	Valley Falls, R. I.	Free Public Library	1880	Free..	Gen	1, 304
4859	Warren, R. I.	George Hall Free Library	1871	Free..	Gen	4, 500
4860	Warren, R. I.	Ware's (Paul) Circulating Library	1837	Sub..	Soc'l	1, 000
4861	Warwick, R. I.	Crompton Free Library	1872	Free..	Gen	3, 091
4862	Warwick, R. I.	Old Warwick Library		Free..	Gen	1, 706
4863	Westerly, R. I.	Pawcatuck Library	1847	Sub..		4, 000
4864	Wickford, R. I.	Wickford Library	1872	Sub..	Gen	1, 200
4865	Woonsocket, R. I.	Harris Institute Library	1863	Free..	Gen	9, 166
4866	Bluffton, S. C.	Polytechnic and Industrial Institute.*			Sch	1, 500
4867	Cedar Springs, S. C.	South Carolina Institution for the Deaf, Dumb, and Blind.			Sch	3, 197
4868	Charleston, S. C.	Chamber of Commerce.	1784	Sub..	Mer	400
4869	Charleston, S. C.	Charleston Female Seminary *			Sch	4, 000
4870	Charleston, S. C.	Charleston Library Society	1748	Sub..	Gen	19, 000
4871	Charleston, S. C.	Charleston Orphan House			A. & R.	2, 816
4872	Charleston, S. C.	College of Charleston	1838	Free..	Col	8, 500
4873	Charleston, S. C.	Medical Society of South Carolina	1789	Free..	Med	4, 000
4874	Charleston, S. C.	Protestant Episcopal Society for Advancement of Christianity.	1810	Free..	The'l	1, 800
4875	Charleston, S. C.	Wallingford Academy			Sch	300
4876	Charleston, S. C.	Young Men's Christian Association	1854	Sub..	Y. M. C. A.	840
4877	Cheraw, S. C.	Cheraw Lyceum	1837	Free..	Soc'l	1, 000
4878	Clinton, S. C.	Thornwell Orphanage	1875	Free..	A. & R.	1, 816
4879	Columbia, S. C.	Benedict Institute	1872		Sch	1, 500
4880	Columbia, S. C.	Columbia Female College			Col	500
4881	Columbia, S. C.	Graded School Library	1883	Both..	Sch	300
4882	Columbia, S. C.	Presbyterian Theological Seminary.		Free..	The'l	22, 000
4883	Columbia, S. C.	State Library		Free..	State	36, 000
4884	Columbia, S. C.	South Carolina College		Free..	Col	27, 000
4885	Columbia, S. C.	Supreme Court Law Library	1865	Free..	Law	5, 000
4886	Due West, S. C.	Due West Female College			Col	600
4887	Due West, S. C.	Ersline College	1839	Free..	Col	1, 500
4888	Due West, S. C.	Euphemian Society	1839	Sub..	Soc'y	2, 500
4889	Due West, S. C.	Philomathean Society	1841	Sub..	Soc'y	2, 300
4890	Florence, S. C.	Library Association	1878	Sub..	Gen	2, 000
4891	Frogmore, S. C.	Edward L. Pierce Library	1862	Both..	Gen	1, 000
4892	Georgetown, S. C.	Winyaw Indigo Society	1755	Free..	Soc'l	2, 500
4893	Greenville, S. C.	Felton's Circulating Library		Sub..	Soc'l	700
4894	Greenville, S. C.	Female College	1856	Free..	Col	1, 000
4895	Greenville, S. C.	Furman University	1850	Free..	Col	2, 500
4896	Newberry, S. C.	Newberry College	1840	Free..	Col	6, 000
4897	Newberry, S. C.	Society Libraries (2)	1859	Free..	Soc'y	1, 150
4898	Orangeburg, S. C.	Claffin University	1870	Free..	Col	1, 500
4899	Reidville, S. C.	Reidville Female College			Sch	600
4900	Spartanburg, C. H., S. C.	Kennedy Library	1883	Both..	Gen	1, 600
4901	Spartanburg, C. H., S. C.	Wofford College			Col	6, 000
4902	Sumter, S. C.	Library Association	1885	Sub..	Gen	350
4903	Walhalla, S. C.	Walhalla Female College			Col	300
4904	Williston, S. C.	Johnstown Academy			Sch	494
4905	Yorkville, S. C.	King's Mountain Military Institute			Sch	500
4906	Athens, Tenn.	Grant Memorial University			Col	2, 250
4907	Athens, Tenn.	Society Libraries (4)		Sub..	Soc'y	1, 100
4908	Bristol, Tenn.	King College			Col	756
4909	Bristol, Tenn.	Society Libraries.			Soc'y	930

\* From a return for 1884.

a Reorganized in 1866.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of vol-umes.
4910	Bristol, Tenn.	Sullins College			Col	400
4911	Bristol, Tenn.	Mountain View Society		Sub.	Soc'y	400
4912	Chattanooga, Tenn.	Young Men's Christian Association.	1882	Sub.	Y.M.C.A.	1,600
4913	Clarkville, Tenn.	Southwestern Presbyterian University.			Col	3,500
4914	Clarkville, Tenn.	Stewart Society.				
4915	Clarkville, Tenn.	Washington Irving Society			Soc'y	1,500
4916	Collierville, Tenn.	Bellevue Female College*			Col	500
4917	Columbia, Tenn.	Columbia Athenæum.	1852	Free.	Col	5,000
4918	Culleoka, Tenn.	Reading Club	1870	Sub.	Soc'l	1,500
4919	Franklin, Tenn.	Tennessee Female College.			Col	500
4920	Friendsville, Tenn.	Friendsville Academy.	1855	Free.	Sch	600
4921	Fullens, Tenn.	Warren College			Sch	1,500
4922	Gallatin, Tenn.	Howard Female College.	1856	Free.	Sch	400
4923	Henderson, Tenn.	Henderson Masonic Male and Female Institute.			Sch	300
4924	Hiwassee College, Tenn.	Hiwassee College.	1849	Sub.	Col	2,300
4925	Humboldt, Tenn.	Odd Fellows' Male and Female College.			Sch	*600
4926	Jackson, Tenn.	Free Library.	1885	Free.	Gen.	1,100
4927	Jackson, Tenn.	Memphis Conference Female Institute.	1854	Free.	Col	4,000
4928	Jackson, Tenn.	Public School Library.	1884	Free.	Sch	350
4929	Jackson, Tenn.	Southwestern Baptist University.	1874	Free.	Col	3,000
4930	Knoxville, Tenn.	Knoxville College	1876	Free.	Col	1,200
4931	Knoxville, Tenn.	Public Library of Knoxville &c.	1869	Sub.	Gen	3,729
4932	Knoxville, Tenn.	Tennessee School for the Deaf and Dumb.			Sch	600
4933	Knoxville, Tenn.	University of Tennessee.	1807	Free.	Col	7,000
4934	Lebanon, Tenn.	Cumberland University	1842	Free.	Col	10,000
4935	Lewisburg, Tenn.	Lewisburg Institute.	1884	Sub.	Gen	1,000
4936	Lexington, Tenn.	Lexington Academy.			Sch	1,000
4937	Loudon, Tenn.	Loudon High School.			Sch	350
4938	McKenzie, Tenn.	Bethel College.			Col	700
4939	McKenzie, Tenn.	McTyeire Institute	1881	Sub.	Sch	472
4940	McMinnville, Tenn.	Cumberland Female College.	1855	Free.	Col	2,000
4941	McMinnville, Tenn.	Library Association.	1876	Sub.	Soc'l	1,500
4942	Maryville, Tenn.	Freedmen's Normal Institute*.			Sch	1,250
4943	Maryville, Tenn.	Maryville College.	1819	Free.	Col	6,000
4944	Memphis, Tenn.	Christian Brothers' College	1872	Free.	Col	3,500
4945	Memphis, Tenn.	Maurelian Literary Club.	1874	Free.	Soc'y	6,253
4946	Memphis, Tenn.	Leddin's Business College.	1865	Free.	Sch	784
4947	Memphis, Tenn.	Le Moine Normal Institute			Sch	1,314
4948	Memphis, Tenn.	Le Moine Public Library	1875	Free.	Gen	1,520
4949	Memphis, Tenn.	Bar and Law Library Association	1874	Sub.	Law	6,430
4950	Memphis, Tenn.	Odd Fellows' Library.	1878	Free.	I.O.O.F.	2,500
4951	Memphis, Tenn.	Young Men's Christian Association	1884	Sub.	Y.M.C.A.	700
4952	Mossy Creek, Tenn.	Carson College*			Col	320
4953	Mossy Creek, Tenn.	Columbian Society	1860	Free.	Soc'y	350
4954	Mossy Creek, Tenn.	Philomathean Society	1853	Free.	Soc'y	350
4955	Nashville, Tenn.	Central Tennessee College.	1870	Sub.	Col	2,150
4956	Nashville, Tenn.	McHerry Medical College.	1880	Free.	Med	200
4957	Nashville, Tenn.	Fisk University	1870		Col	3,125
4958	Nashville, Tenn.	Masonic Library Association	1851	Free.	Masonic	1,855
4959	Nashville, Tenn.	Montgomery Bell Academy	1862	Sub.	Sch	320
4960	Nashville, Tenn.	Roger Williams University.			Col	3,000
4961	Nashville, Tenn.	State Library.	1854	Free.	State	30,000
4962	Nashville, Tenn.	Tennessee School for the Blind			Sch	500
4963	Nashville, Tenn.	University of Nashville, State Normal College.			Col	500
4964	Nashville, Tenn.	Agatheridan Literary Society.			Soc'y	2,000
4965	Nashville, Tenn.	Erosopian Literary Society.	1881		Soc'y	5,000
4966	Nashville, Tenn.	Vanderbilt University.			Col	10,000
4967	Nashville, Tenn.	Ward's (W. E.) Seminary for Young Ladies.			Sch	2,000

\* From a return for 1884.

a To be merged in the Lawson McGhee Library.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
4968	Nashville, Tenn. (261 Church street).	Young Men's Christian Association	1870	Sub...	Y. M. C. A.	4,200
4969	Pulaski, Tenn.....	Young Men's Christian Association	1880	Free..	Y. M. C. A.	500
4970	Rugby, Tenn.....	Hughes Free Public Library	1880	Free..	Gen.....	6,195
4971	Sewanee, Tenn.....	University of the South, Hodgson Library.	1863	Free..	Col.....	16,000
4972	Shelbyville, Tenn.....	Eakin Library	1881	Sub...	Sch.....	1,755
4973	Smithville, Tenn.....	Pure Fountain College.....			Sch.....	500
4974	Spencer, Tenn.....	Burritt College.....			Col.....	1,000
4975	Tusculum, Tenn.....	Greeneville and Tusculum College	1865	Free..	Col.....	5,820
4976	Tusculum, Tenn.....	Society Libraries (3).....		Sub...	Soc'y.....	3,000
4977	Winchester, Tenn.....	Mary Sharp College.....			Col.....	1,038
4978	Austin, Tex.....	Deaf and Dumb Institution.....	1881	Free..	Sch.....	1,000
4979	Austin, Tex.....	State Lunatic Asylum.....	1861	Free..	A. & R.....	350
4980	Austin, Tex.....	Stuart Female Seminary.....			Sch.....	500
4981	Austin, Tex.....	Supreme Court.....		Free..	Law.....	8,300
4982	Austin, Tex.....	Texas German and English Academy.			Sch.....	600
4983	Austin, Tex.....	Tillotson Institute.....	1881	Free..	Sch.....	600
4984	Austin, Tex.....	University of Texas.....	1884	Free..	Col.....	5,000
4985	Brownsville, Tex.....	Church Library.....	1853	Free..	Soc'l.....	4,000
4986	Brownsville, Tex.....	Public School Library.....	1884	Free..	Sch.....	360
4987	College Station, Tex.....	Agricultural and Mechanical College of Texas.	1880		Col.....	2,051
4988	Comanche, Tex.....	Comanche College.....			Sch.....	3,116
4989	Dallas, Tex. (808 Main street).	Public Library.....	1880	Free..	Gen.....	800
4990	Dallas, Tex.....	Young Men's Christian Association.	1885	Free..	Y. M. C. A.	300
4991	Fort Clark, Tex. (P. O., Brackettville).	Post Library.....		Free..	Gar.....	1,694
4992	Fort Concho, Tex.....	Post Library*.....	1873	Free..	Gar.....	966
4993	Fort Davis, Tex.....	Post Library.....	1867	Free..	Gar.....	2,080
4994	Fort Worth, Tex.....	Texas Wesleyan College.....			Sch.....	300
4995	Galveston, Tex.....	Public Library.....	1871	Free..	Gen.....	5,600
4996	Galveston, Tex.....	St. Mary's University*.....			Col.....	500
4997	Georgetown, Tex.....	Southwestern University.....	1873	Free..	Col.....	1,000
4998	Georgetown, Tex.....	Alamo Society.....	1883	Free..	Soc'y.....	350
4999	Georgetown, Tex.....	San Jacinto Society.....	1883	Free..	Soc'y.....	750
5000	Honey Grove, Tex.....	High School Library.....			Sch.....	1,000
5001	Honey Grove, Tex.....	Walcott Institute.....	1881	Free..	Sch.....	300
5002	Houston, Tex.....	Houston Lyceum*.....	1854	Sub...	Soc'l.....	2,500
5003	Huntsville, Tex.....	Sam Houston Normal Institute.....			Sch.....	3,500
5004	Huntsville, Tex.....	State Prison.....	1880	Free..	A. & R.....	1,500
5005	Independence, Tex.....	Baylor University.....			Col.....	2,500
5006	Marshall, Tex.....	Bishop College.....			Sch.....	600
5007	Marshall, Tex.....	Wiley University.....	1875	Free..	Sch.....	1,200
5008	Prairie Lea, Tex.....	Grange Library.....	1882	Sub...	Soc'l.....	395
5009	Rio Grande, Tex.....	Post Library, Kinggold Barracks*.....	1842	Free..	Gar.....	1,500
5010	San Antonio, Tex.....	Literary and Scientific Association	1884	Sub...	Soc'l.....	3,000
5011	San Antonio, Tex.....	St. Mary's College.....	1860	Free..	Sch.....	2,000
5012	San Antonio, Tex.....	Ursuline Convent*.....			Sch.....	500
5013	Sherman, Tex.....	Austin College.....	1850	Free..	Col.....	3,000
5014	Sulphur Springs, Tex.....	Central College.....			Sch.....	400
5015	Tehuacana, Tex.....	Trinity University*.....	1870	Free..	Col.....	1,000
5016	Tehuacana, Tex.....	Philosophronian Society*.....			Soc'y.....	450
5017	Tehuacana, Tex.....	Rateo Genio Society*.....			Soc'y.....	400
5018	Tehuacana, Tex.....	Timothean Theological Society.*			The'l.....	1,000
5019	Waxahachie, Tex.....	Marvin College.....	1871	Free..	Col.....	800
5020	Fort Douglas, Utah (P. O., Salt Lake City).	Post Library.....	1862	Free..	Gar.....	500
5021	Ogden City, Utah.....	City Library.....			Gen.....	500
5022	Provo City, Utah.....	Brigham Young Academy.....	1876		Sch.....	735
5023	Logan, Utah.....	Cache Valley Seminary.....			Sch.....	500
5024	Salt Lake City, Utah.....	City Library.....	1850	Free..	Gen.....	5,000
5025	Salt Lake City, Utah.....	Deseret Museum.....	1870		Sci.....	600
5026	Salt Lake City, Utah.....	Fireman's Library.....	1871	Free..	Soc'l.....	1,031
5027	Salt Lake City, Utah.....	Masonic (Public) Library.....	1877	Both..	Masonic.....	6,821
5028	Salt Lake City, Utah.....	Odd Fellows Library.....	1878	Free..	I. O. O. F.....	1,580

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5029	Salt Lake City, Utah.	Rowland Hall.			Sch.	700
5030	Salt Lake City, Utah.	Salt Lake Academy.	1879	Free.	Sch.	500
5031	Salt Lake City, Utah.	Spencer Smith Library, St. Mark's School.	1870	Free.	Sch.	1,446
5032	Salt Lake City, Utah.	University of Deseret.	1874	Free.	Col.	3,621
5033	Salt Lake City, Utah.	Utah Library.	1832	Free.	Ter.	4,000
5034	Barnet, Vt.	Ladies' Library Association.	1872	Sub.	Soc'l.	600
5035	Barre, Vt.	Goddard Seminary.	1871	Free.	Sch.	1,400
5036	Bellows Falls, Vt.	St. Agnes' Hall.			Sch.	600
5037	Bennington, Vt.	Free Library.	1865	Free.	Gen.	4,036
5038	Bradford, Vt.	Merrill Library.	1848	Free.	Gen.	1,700
5039	Bradford, Vt.	Public Library.	1875	Sub.	Gen.	1,510
5040	Brandon, Vt.	Ladies' Book Club.	1869	Sub.	Soc'l.	1,050
5041	Brattleborough, Vt.	Free Library.	1882	Free.	Gen.	4,700
5042	Brattleborough, Vt.	Vermont Asylum for the Insane*.	1834	Free.	A. & R.	1,121
5043	Burlington, Vt.	Fletcher Free Library.	1874	Free.	Gen.	18,600
5044	Burlington, Vt.	Parish Library, First Unitarian Church.	1823	Free.	Soc'l.	1,350
5045	Burlington, Vt.	University of Vermont.	1800		Col.	35,000
5046	Burlington, Vt.	Vermont Episcopal Institute.	1857	Free.	Gen. & The.	4,000
5047	Calais, Vt.	Calais Circulating Library.	1836	Sub.	Soc'l.	700
5048	Cavendish, Vt.	Fletcher Town Library.	1868	Free.	Gen.	4,235
5049	Chelsea, Vt.	Chelsea Ladies' Library*.	1864	Sub.	Soc'l.	460
5050	Chelsea, Vt.	Library Association*.	1840	Sub.	Soc'l.	550
5051	Cornwall, Vt.	Lane Library Association.	1860	Free.	Gen.	1,200
5052	Danville, Vt.	Young Ladies' Library Association.	1870	Free.	Soc'l.	650
5053	Derby, Vt.	Public Library*.	1884	Sub.	Gen.	436
5054	Dorset, Vt.	Public Library.	1871	Sub.	Gen.	389
5055	East Calais, Vt.	East Calais Circulating Library.	1864	Sub.	Soc'l.	580
5056	East Dorset, Vt.	Library Association.	1870	Free.	Gen.	600
5057	Fairfax, Vt.	New Hampton Institution.		Free.	Sch.	3,060
5058	Felchville, Vt.	Library Association of Reading.	1865		Gen.	550
5059	Grafton, Vt.	Public Library.	1853	Free.	Gen.	1,100
5060	Hartford, Vt.	Library Association.	1875	Sub.	Gen.	600
5061	Hyde Park, Vt.	Lamoille Central Academy.			Sch.	300
5062	Irasburg, Vt.	Library Association.	1867	Sub.	Gen.	360
5063	Johnson, Vt.	State Normal School.	1867	Free.	Sch.	900
5064	Lowell, Vt.	Library Association.	1865	Sub.	Gen.	303
5065	Ludlow, Vt.	Village Library.		Sub.	Gen.	500
5066	Lunenburg, Vt.	Cutting's Library.	1854	Free.	Gen.	14,000
5067	Lyndon Centre, Vt.	Lyndon Institute.	1870	Free.	Sch.	608
5068	Manchester, Vt.	Burton's Pastoral Library.	1833		Soc'l.	575
5069	Manchester, Vt.	Philomathic Library, Burr & Burton Seminary.			Soc'y.	1,000
5070	Middlebury, Vt.	Ladies' Library Association.	1866	Sub.	Soc'l.	2,500
5071	Middlebury, Vt.	Middlebury College.			Col.	1,600
5072	Middlebury, Vt.	Sheldon Art Museum.	1881	Free.	Soc'l.	2,000
5073	Middletown Springs, Vt.	Ladies' Library Association.	1875	Sub.	Soc'l.	500
5074	Montpelier, Vt.	State Library.	1825		State.	18,600
5075	Montpelier, Vt.	Vermont Methodist Seminary and Female College, Alumni Library.	1883	Free.	Col.	1,200
5076	Montpelier, Vt.	Washington County Grammar School.		Free.	Sch.	2,950
5077	Newbury, Vt.	Newbury Seminary.	1834	Free.	Sch.	1,200
5078	Newbury, Vt.	Village Library.	1872	Sub.	Gen.	850
5079	Newfane, Vt.	Fayetteville Library Association.	1870	Sub.	Gen.	494
5080	New Haven, Vt.	Lampson Library.	1869	Free.	Gen.	875
5081	Newport, Vt.	Library Association.	1884	Sub.	Gen.	600
5082	Northfield, Vt.	Norwich University.	1824	Sub.	Col.	5,000
5083	Norwich, Vt.	Library Association.	1880	Sub.	Gen.	1,060
5084	Peacham, Vt.	Juvenile Library Society.	1810	Sub.	Soc'l.	1,166
5085	Pest Mills Village, Vt.	Peabody Library.	1866	Free.	Gen.	3,000
5086	Poultney, Vt.	Troy Conference Academy.			Sch.	1,100
5087	Proctorsville, Vt.	Fletcher Town Library.	1870	Free.	Gen.	4,000
5088	Proctorsville, Vt.	Library Society.	1858	Sub.	Gen.	1,473
5089	Quechee, Vt.	Quechee Association Library.	1884	Sub.	Gen.	430
5090	Randolph, Vt.	State Normal School.	1850	Free.	Sch.	1,000
5091	Rochester, Vt.	Lecture and Library Association.	1875		Gen.	487

\* From a return for 1884.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5092	St. Albans, Vt .....	Vermont Central Library Association.	1856	Sub...	Gen .....	2,500
5093	Saxton's River, Vt .....	Vermont Academy .....			Sch .....	800
5094	St. Johnsbury, Vt .....	St. Johnsbury Athenaeum .....	1870	Free ..	Gen .....	12,000
5095	South Woodstock, Vt ..	Green Mountain Perkins Academy, Philomathean Library.	1848	Free ..	Soc'y .....	400
5096	Springfield, Vt .....	Town Library .....	1871	Free ..	Gen .....	4,105
5097	Stratford, Vt .....	Harris Library .....	1856	Free ..	Gen .....	2,062
5098	Thetford, Vt .....	Latham Memorial Library .....	1875	Free ..	Gen .....	2,500
5099	Vergennes, Vt .....	Vergennes Library .....	1876	Sub ..	Gen .....	23,220
5100	Vergennes, Vt .....	Vermont Reform School .....	1865	Free ..	A. & R ..	500
5101	Waitsfield, Vt .....	Library Association .....	1866	Sub ..	Gen .....	356
5102	Waterbury Center, Vt ..	Green Mountain Seminary .....	1868	Free ..	Sch .....	1,200
5103	West Randolph, Vt .....	Ladies' Circulating Library .....		Free ..	Soc'l .....	300
5104	Westminster, Vt .....	Young Ladies' Aid Society .....			Soc'l .....	517
5105	Williamstown, Vt .....	Social Library .....	1803		Soc'l .....	2,000
5106	Windsor, Vt .....	Library Association .....	1882	Free ..	Soc'l .....	4,480
5107	Windsor, Vt .....	State Prison .....		Free ..	A. & R ..	750
5108	Woodstock, Vt .....	Norman Williams Public Library.	1885	Free ..	Gen .....	4,400
5109	Abingdon, Va .....	Jackson Institute Library*			Sch .....	900
5110	Abingdon, Va .....	Martha Washington College. Eu- terpean Society Library.	1870	Free ..	Soc'y .....	1,000
5111	Alexandria, Va .....	Alexandria Library a .....	1794	Sub ..	Gen .....	5,000
5112	Alexandria, Va (near) ..	Clarens Home School*			Sch .....	800
5113	Alexandria, Va .....	St. John's Academy .....	1849	Free ..	Sch .....	1,100
5114	Ashland, Va .....	Randolph Macon College and So- ciety Libraries.	1834		Col., Soc'y	10,000
5115	Aylett's, Va .....	Mt. Pisgah Alumni Library .....	1875	Sub ..	Soc'y .....	387
5116	Bellevue, Va .....	Bellevue High School .....			Sch .....	5,600
5117	Bethel Academy, Va....	Lee Literary Society, Bethel Academy.	1872	Free ..	Soc'y .....	1,200
5118	Blacksburg, Va .....	Virginia Agricultural and Me- chanical College.	1872	Free ..	Sci .....	1,200
5119	Brentsville, Va .....	Brentsville Seminary .....			Sch .....	300
5120	Charlottesville, Va .....	Pantops Academy*			Sch .....	2,000
5121	Charlottesville, Va .....	Young Men's Christian Association	1882		Y. M. C. A.	600
5122	Chase City, Va .....	Thyne Institute .....			Sch .....	300
5123	Christiansburg, Va .....	Montgomery Female College .....			Col .....	1,000
5124	Crozet, Va .....	Miller Manual Labor School .....			Sch .....	1,000
5125	Dayton, Va .....	Shenandoah Institute .....			Sch .....	400
5126	Emory, Va .....	Emory and Henry College .....	1837	Free ..	Col .....	4,580
5127	Emory, Va .....	Calloopean Society .....			Soc'y .....	2,000
5128	Emory, Va .....	Hermesian Society .....	1839	Free ..	Soc'y .....	7,000
5129	Fort Monroe, Va .....	Artillery School, U. S. Army .....	1824	Free ..	Sci .....	5,900
5130	Fort Monroe, Va .....	Post Library .....	1824	Free ..	Gar .....	2,470
5131	Hampden Sidney, Va .....	Hampden Sidney College .....	1783	Free ..	Col .....	2,200
5132	Hampden Sidney, Va .....	Philanthropic Society .....	1807	Free ..	Soc'y .....	3,600
5133	Hampden Sidney, Va .....	Union Society .....	1789	Free ..	Soc'y .....	3,600
5134	Hampden Sidney, Va .....	Union Theological Seminary .....	1825	Free ..	The'l .....	12,400
5135	Hampton, Va .....	Normal and Agricultural Institute .....	1870	Free ..	Sch .....	3,500
5136	Hollins, Va .....	Hollins Institute .....			Sch .....	500
5137	Lexington, Va .....	Franklin Society and Library Company.	1816	Sub ..	Gen .....	7,000
5138	Lexington, Va .....	State Library, Virginia Military Institute.	1839	Free ..	Col .....	8,800
5139	Lexington, Va .....	Washington and Lee University..	1796	Both ..	Col .....	18,000
5140	Lynchburg, Va .....	Young Men's Christian Association	1882	Free ..	Y. M. C. A.	450
5141	Mitchell Station, Va....	Mt. Welcome High School .....			Sch .....	300
5142	National Soldiers' Home, Va .....	National Home for Disabled Vol- unteer Soldiers (Southern Branch).	1871	Free ..	Soc'l .....	4,687
5143	New Market, Va .....	Lee Literary Society, Polytechnic Institute.	1870	Free ..	Soc'y .....	500
5144	Norfolk, Va .....	Law Library Association .....	1880	Sub ..	Law .....	1,329
5145	Norfolk, Va .....	Norfolk Library .....	1870	Sub ..	Gen .....	6,292
5146	Norfolk, Va .....	United States Naval Hospital .....			Med., Gen.	420
5147	Norfolk, Va .....	Webster Scientific and Literary Institute.			Sch .....	3,000
5148	Petersburg, Va .....	Petersburg Benevolent Mechanic Association.	1868	Free ..	Soc'l .....	4,372

\* From a return for 1884.

a Not in active operation.

TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5149	Petersburg, Va .....	Southern Female College .....	1862	.....	Col .....	1, 100
5150	Petersburg, Va .....	Virginia Normal and Collegiate Institute.	1883	Free	Sch .....	625
5151	Petersburg, Va .....	Young Men's Christian Associa- tion.	1875	Free	Y. M. C. A.	2, 000
5152	Richmond, Va .....	Academy of the Visitation* .....	.....	.....	Sch .....	1, 567
5153	Richmond, Va .....	Colored High and Normal School .....	.....	.....	Sch .....	400
5154	Richmond, Va .....	High School Library .....	1872	Free	Sch .....	300
5155	Richmond, Va .....	Masonic Library .....	1830	Free	Masonic ..	1, 700
5156	Richmond, Va .....	McGill Catholic Union .....	1873	Sub.	Soc'l .....	500
5157	Richmond, Va .....	Old Dominion Business College .....	.....	.....	Sch .....	500
5158	Richmond, Va .....	Richmond College .....	1867	Free	Col .....	8, 000
5159	Richmond, Va .....	Richmond Institute .....	1868	Free	The'l .....	3, 200
5160	Richmond, Va .....	State Library .....	1822	Free	State .....	45, 000
5161	Richmond, Va .....	State Law Library .....	1823	Free	Law .....	9, 429
5162	Richmond, Va .....	Virginia Historical Society .....	1831	Sub.	Hist'l .....	13, 883
5163	Richmond, Va .....	Young Men's Christian Associa- tion.	1855	Sub.	Y. M. C. A.	3, 300
5164	Rural Retreat, Va .....	Rural Male and Female Seminary* .....	.....	.....	Sch .....	500
5165	Salem, Va .....	Roanoke College .....	1853	Sub.	Col .....	16, 000
5166	Salem, Va .....	Demosthenean Library .....	1850	Free	Soc'y .....	700
5167	Staunton, Va .....	Augusta County Law Library As- sociation.	1852	Sub.	Law .....	1, 600
5168	Staunton, Va .....	Augusta Female Seminary* .....	.....	.....	Sch .....	2, 000
5169	Staunton, Va .....	Staunton Female Seminary (Zeno- bian Literary Society).	1872	Free	Soc'y .....	500
5170	Staunton, Va .....	Virginia Female Institute .....	1880	Free	Sch .....	340
5171	Staunton, Va .....	Virginia Institution for the Deaf and Dumb and the Blind.	1840	Free	Sch .....	600
5172	Staunton, Va .....	Young Men's Christian Associa- tion.	.....	Sub.	Y. M. C. A.	1, 426
5173	Suffolk, Va .....	Suffolk Collegiate Institute* .....	.....	.....	Sch .....	300
5174	Taylorsville, Va .....	Hanover Academy .....	.....	Free	Sch .....	1, 800
5175	Theological Seminary, Va .....	Theological Seminary of the Prot- estant Episcopal Church.	1823	Free	The'l .....	12, 000
5176	University of Virginia, Va .....	University of Virginia .....	1825	Both.	Col .....	47, 000
5177	University of Virginia, Va .....	Leander McCormick Observa- tory.	1882	Free	Sci. ....	600
5178	Williamsburg, Va .....	College of William and Mary .....	1693	Free	Col .....	7, 000
5179	Williamsburg, Va .....	Galt Library, Eastern Lunatic Asylum.	.....	Free	A. & R. ....	635
5180	Woodstock, Va .....	Young Men's Christian Associa- tion.	1876	Both.	Y. M. C. A.	500
5181	Wytheville, Va .....	Law Library .....	1876	Free	Law .....	700
5182	Wytheville, Va .....	Library Association .....	1881	Sub.	Soc'l .....	600
5183	Wytheville, Va .....	Trinity Hall Female College .....	.....	.....	Sch .....	455
5184	Cheney, Wash .....	Cheney Academy .....	.....	.....	Sch .....	300
5185	Dayton, Wash .....	Library Association .....	1882	Sub.	Gen .....	700
5186	Fort Canby, Wash. (P. O., Astoria, Oreg.).	Post Library .....	1864	Free	Gar. ....	412
5187	Olympia, Wash .....	Tacoma Library .....	.....	Both.	Soc'l .....	1, 500
5188	Olympia, Wash .....	Territorial Library .....	1854	Free	Ter .....	1, 200
5189	Port Gamble, Wash .....	Circulating Library .....	1878	Free	Soc'l .....	600
5190	Port Townsend, Wash .....	Port Townsend Library .....	1884	Sub.	Gen .....	350
5191	Seattle, Wash .....	University of Washington Terri- tory.	.....	Sub.	Col .....	2, 280
5192	Seattle, Wash .....	Washington Territorial Library .....	1872	Sub.	Ter .....	3, 000
5193	Seattle, Wash .....	Young Men's Christian Associa- tion.	1883	Free	Y. M. C. A.	332
5194	Spokane Falls, Wash .....	Library Association .....	.....	Sub.	Gen .....	556
5195	Steilacoom, Wash .....	Normal Academy .....	.....	.....	Sch .....	800
5196	Tacoma, Wash .....	Annie Wright Seminary .....	1884	Free	Sch .....	600
5197	Tacoma, Wash .....	Mercantile Library .....	1885	Sub.	Mer .....	600
5198	Vancouver, Wash .....	Holy Angel's College .....	.....	.....	.....	1, 000
5199	Vancouver, Wash .....	St. James' Circulating Library .....	1870	Sub.	Soc'l .....	853
5200	Walla Walla, Wash .....	St. Paul's Church .....	1875	Free	Sch .....	*1, 503
5201	Walla Walla, Wash .....	Whitman College .....	1882	Both.	Col .....	1, 976

\* From a return for 1884.



TABLE XVI.—Statistics of public libraries numbering 300 volumes, &amp;c.—Continued.

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5202	Bethany, W. Va.	Bethany College	.....	.....	Col	* 2,000
5203	Charleston, W. Va.	State Library	1893	.....	Law	6,000
5204	Fairmont, W. Va.	High School Library	1879	Free	Sch	340
5205	Fairmont, W. Va.	State Normal School	1870	.....	Sch	800
5206	Harper's Ferry, W. Va.	Storer College, Roger William's Library.	1869	Free	Sch	3,500
5207	Huntington, W. Va.	Marshall College	1868	Free	Sch	700
5208	Keyser, W. Va.	Young Men's Christian Association, Railroad Department.	.....	.....	Y. M. C. A.	300
5209	Morgantown, W. Va.	Morgantown Seminary	1869	Free	Sch	600
5210	Morgantown, W. Va.	West Virginia Historical Society	1869	Free	Hist'l	500
5211	Morgantown, W. Va.	West Virginia University	1867	Free	Col	8,000
5212	Moundsville, W. Va.	West Virginia Penitentiary	1882	Free	A. & R.	564
5213	Romney, W. Va.	Institution for the Deaf and Dumb, and the Blind.	1874	Free	Sch	734
5214	Romney, W. Va.	Literary Society of Romney	1819	Sub	Soc'l	2,000
5215	Shepherdstown, W. Va.	Shepherd College	1873	Free	Sch	300
5216	West Liberty, W. Va.	State Normal School	.....	.....	Sch	* 350
5217	Weston, W. Va.	West Virginia Hospital for the Insane.	1864	Free	A. & R.	300
5218	Wheeling, W. Va.	Public Library	1882	Free	Gen	8,500
5219	Wheeling, W. Va.	Wheeling Female College	.....	.....	Sch	350
5220	Wheeling, W. Va.	Young Men's Christian Association.	.....	Free	Y. M. C. A.	300
5221	Appleton, Wis.	Appleton Library of Lawrence University.	1853	Free	Col	10,740
5222	Appleton, Wis.	Fourth Ward School Library	1880	Free	Sch	375
5223	Appleton, Wis.	Ryan High School Library	1880	Free	Sch	590
5224	Baraboo, Wis.	Young Men's Christian Association.	1882	Free	Y. M. C. A.	460
5225	Beaver Dam, Wis.	Free Public Library	1884	Free	Gen	2,025
5226	Beaver Dam, Wis.	Wayland University	.....	.....	Sch	2,000
5227	Beloit, Wis.	Beloit College	1848	.....	Col	12,840
5228	Beloit, Wis.	Society Libraries	.....	.....	Soc'y	1,000
5229	Beloit, Wis.	Young Men's Christian Association.	1882	Free	Y. M. C. A.	500
5230	Berlin, Wis.	High School Library	1875	Free	Sch	700
5231	Black River Falls, Wis.	Black River Falls Library.*	1868	Free	Sch	1,250
5232	Bloomington, Wis.	Bloomington Library	1874	Sub	Gen	700
5233	Boscobel, Wis.	High School Library	1875	Free	Sch	700
5234	Burlington, Wis.	High School and Teachers' Library.*	1872	Free	Sch	500
5235	Delavan, Wis.	Wisconsin School for the Deaf	1852	.....	Sch	1,000
5236	De Pere, Wis.	Salmon Library	.....	.....	.....	773
5237	Eau Claire, Wis.	Free Library	1875	Free	Gen	3,000
5238	Edgerton, Wis.	Free School Library	1878	Free	Sch	550
5239	Evansville, Wis.	School District Library	1878	Free	Sch	350
5240	Fond du Lac, Wis.	Free Library	1877	Free	Gen	7,500
5241	Fond du Lac, Wis.	High School Library	1876	Free	Sch	325
5242	Fort Atkinson, Wis.	High School Library	1866	Free	Sch	300
5243	Fox Lake, Wis.	Wisconsin Female College	.....	.....	Col	1,200
5244	Franklin, Wis.	Mission House Library	1862	.....	The'l	4,000
5245	Galesville, Wis.	Galesville University	1859	Free	Col	3,000
5246	Geneva, Wis.	Lake Geneva Seminary	.....	.....	Sch	800
5247	Hudson, Wis.	Ladies Library Association	1874	Sub	Soc'l	1,400
5248	Janesville, Wis.	Institution for the Blind *	.....	.....	Sch	1,700
5249	Janesville, Wis.	Public Library	1863	Free	Gen	5,000
5250	Janesville, Wis.	Rock County Teachers' Library.	.....	.....	Special	300
5251	Keweenaw, Wis.	Library Association	1875	Sub	Gen	900
5252	La Crosse, Wis.	La Crosse Business College	.....	.....	Col	352
5253	La Crosse, Wis.	Young Men's Library Association*	1868	Sub	Soc'l	4,547
5254	Lake Geneva, Wis.	High School Library	.....	Free	Sch	300
5255	Lake Geneva, Wis.	Lake Geneva Seminary, Philomathean Reference Library.	1871	Free	Sch	800
5256	Lake Geneva, Wis.	Public Library	1884	Sub	Gen	356
5257	Lake Geneva, Wis.	Young Men's Christian Association.	.....	.....	Y. M. C. A.	350
5258	Lancaster, Wis.	High School Library	1870	Free	Sch	200

\* From a return for 1884.

TABLE XVI. — *Statistics of public libraries numbering 300 volumes, &c.—Continued.*

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5250	Madison, Wis.....	Department of Public Instruction.....	.....	Free..	Special ..	2,000
5260	Madison, Wis.....	Free Library .....	1875	Free..	Gen .....	9,000
5261	Madison, Wis.....	Luther Seminary Library .....	1876	Free..	The'l .....	1,000
5262	Madison, Wis.....	State Historical Society .....	1849	Free..	Hist'l .....	116,750
5263	Madison, Wis.....	State Library .....	1839	Free..	Law .....	18,954
5264	Madison, Wis.....	University of Wisconsin, General Library.....	1849	Free..	Col. ....	14,436
5265	Madison, Wis.....	Woodman Astronomical Library .....	1883	Free..	Sci .....	1,500
5266	Manitowoc, Wis .....	Jones Library .....	1868	Sub..	.....	2,000
5267	Marshfield, Wis .....	St. Lawrence College.....	.....	.....	Sch. ....	1,750
5268	Mendota, Wis. (near Madison).....	State Hospital for the Insane.....	1860	Free..	A & R....	2,650
5269	Milton, Wis .....	Milton College, Daniel Babcock Library.....	1870	Free..	Col .....	1,698
5270	Milton, Wis .....	Orophilian Lyceum.....	1866	Free..	Soc'y .....	500
5271	Milwaukee, Wis .....	Concordia College .....	.....	.....	Sch. ....	500
5272	Milwaukee, Wis .....	Franklin Square Library .....	1885	Sub..	Soc'l .....	1,100
5273	Milwaukee, Wis .....	German and English Academy.....	1853	Free..	Sch. ....	1,000
5274	Milwaukee, Wis .....	Grand Lodge Library .....	1843	.....	Masonic ..	1,500
5275	Milwaukee, Wis .....	Industrial School for Girls.....	.....	.....	A & R....	875
5276	Milwaukee, Wis .....	Marquette College.....	.....	.....	Sch. ....	*850
5277	Milwaukee, Wis .....	Milwaukee College .....	.....	.....	Col .....	3,136
5278	Milwaukee, Wis .....	Mayer's Commercial College.....	.....	.....	Sch. ....	2,081
5279	Milwaukee, Wis .....	Milwaukee Law Library Association.....	1862	.....	Law .....	2,750
5280	Milwaukee, Wis .....	National German-American Teachers' Seminary.....	.....	.....	Sch. ....	400
5281	Milwaukee, Wis .....	National Home for Disabled Volunteer Soldiers (Northwestern Branch).....	1866	Free..	Soc'l .....	4,392
5282	Milwaukee, Wis .....	Public Library .....	1878	Free..	Gen .....	34,687
5283	Milwaukee, Wis .....	Public Museum of the city of Milwaukee.....	1883	Free..	Sci .....	783
5284	Milwaukee, Wis .....	Public School Libraries (6) .....	.....	Free..	Sch. ....	4,137
5285	Milwaukee, Wis .....	Public School Teachers' Library.....	1874	Free..	Special ..	775
5286	Milwaukee, Wis .....	St. Mary's Convent Day School .....	.....	.....	Sch. ....	300
5287	Milwaukee, Wis .....	St. Mary's Institute.....	.....	.....	Sch. ....	1,500
5288	Milwaukee, Wis .....	Turnverein Milwaukee.....	1855	Free..	Soc'l .....	1,475
5289	Milwaukee, Wis .....	William Schleif's Select School .....	.....	.....	Sch. ....	500
5290	Milwaukee, Wis .....	Young Men's Christian Association, Railroad Department.....	1883	Free..	Y.M.C.A.	500
5291	Nashotah, Wis.....	Nashotah Theological Seminary.....	1842	Free..	The'l .....	10,500
5292	Nicolett, Wis .....	High School Circulating Library.....	1879	Free..	Sch. ....	585
5293	Oconto, Wis .....	High School Library.....	1880	Free..	Sch. ....	300
5294	Oscoda Mills, Wis .....	Village Library .....	1877	Free..	Gen .....	350
5295	Oshkosh, Wis .....	Library Association .....	1868	.....	Gen .....	1,650
5296	Oshkosh, Wis .....	State Normal School.....	1872	Free..	Sch. ....	1,600
5297	Oshkosh, Wis .....	Young Men's Christian Association.....	1883	Free..	Y.M.C.A.	500
5298	Pewaukee, Wis .....	Public Library .....	1872	Both ..	Gen .....	450
5299	Platteville, Wis .....	Wisconsin State Normal School .....	.....	.....	Sch. ....	700
5300	Platteville, Wis .....	Young Men's Library Association .....	1868	Sub..	Soc'l .....	1,400
5301	Prairie du Chien, Wis .....	Sacred Heart College .....	1880	Sub..	Sch. ....	4,600
5302	Prairie du Sac, Wis .....	Sank County Teachers' Library .....	1881	Free..	Special ..	300
5303	Prescott, Wis .....	Free High School .....	1880	Free..	Sch. ....	300
5304	Racine, Wis .....	The Home School .....	.....	.....	Sch. ....	2,000
5305	Racine, Wis .....	Junction Library Association .....	1879	Sub..	Soc'l .....	800
5306	Racine, Wis .....	Public School Library .....	1857	Free..	Sch. ....	1,249
5307	Racine, Wis .....	Racine College .....	1852	Free..	Col .....	8,200
5308	Racine, Wis .....	Grammar School.....	1852	Free..	Sch. ....	500
5309	Racine, Wis .....	Young Men's Christian Association.....	1880	Free..	Y.M.C.A.	1,000
5310	Ripon, Wis .....	Public Library .....	1882	Sub..	Gen .....	900
5311	Ripon, Wis .....	Ripon College .....	1863	Sub..	Col .....	5,800
5312	River Falls, Wis .....	State Normal School .....	1875	Free..	Sch. ....	1,498
5313	Rochester, Wis .....	Rochester Seminary.....	.....	.....	Sch. ....	480
5314	Saint Francis, Wis .....	Catholic Normal School .....	1875	Free..	Sch. ....	600
5315	Saint Francis, Wis .....	Seminary of St. Francis of Sales.....	1850	.....	The'l .....	11,000
5316	Sauk City, Wis .....	Public School Library .....	1850	Free..	Sch. ....	503
5317	Shawano, Wis .....	High School Library .....	1880	Free..	Sch. ....	400
5318	Sheboygan, Wis .....	Business Men's Association .....	1885	Free..	Soc'l .....	1,205

\* From a return for 1884.

TABLE XVI.—*Statistics of public libraries numbering 300 volumes, &c.—Continued.*

	Place.	Name of library.	When founded.	Free or subscription.	Class.	Number of volumes.
5319	Sinsinawa, Wis .....	Library of St. Thomas Aquinas...	1840	Sub...	.....	1,000
5320	Sparta, Wis .....	Free Library .....	1874	Free	Gen .....	1,936
5321	Stevens Point, Wis .....	Library Association .....	1863	Sub...	Gen .....	1,200
5322	Sturgeon Bay, Wis .....	Library Association .....	1866	Sub...	Gen .....	773
5323	Two Rivers, Wis .....	High School Library .....	1883	Free	Sch .....	356
5324	Viroqua, Wis .....	Viroqua Library .....	1880	Sub...	Gen .....	420
5325	Watertown, Wis .....	College Library, University of Our Lady of the Sacred Heart.	1875	Free	Col .....	5,000
5326	Watertown, Wis .....	Northwestern University .....	1865	.....	Col .....	3,200
5327	Waukesha, Wis .....	Carroll College *	.....	.....	Sch .....	1,000
5328	Waukesha, Wis .....	Wisconsin Industrial School for Boys.	1867	Free	Sch .....	1,060
5329	Waupun, Wis .....	Library Association .....	1858	Sub...	Gen .....	4,000
5330	Waupun, Wis .....	State Prison .....	1872	Free	A & R....	1,100
5331	Wausau, Wis .....	High School Library .....	.....	Free	Sch .....	300
5332	Wausau, Wis .....	Ladies Literary Society .....	1870	.....	Soc'l....	400
5333	Whitewater, Wis .....	State Normal School .....	.....	.....	Sch .....	1,586
5334	Winnebago, Wis .....	Northern Hospital for the Insane.	1873	Free	A & R....	2,000
5335	Cheyenne, Wyo .....	Cheyenne Library .....	1872	Sub...	Gen .....	900
5336	Cheyenne, Wyo .....	Territorial Library .....	1871	.....	Ter .....	10,000
5337	Fort Fred Steele, Wyo .....	Post Library .....	1863	Free	Gar .....	363
5338	Fort Laramie, Wyo .....	Post Library .....	.....	Free	Gar .....	624

\* From a return for 1884.



TABLE XVII. — *Statistics of training schools for nurses for 1884-'85; from replies to inquiries by the United States Bureau of Education.*

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1885.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school last year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Hartford Hospital Training School for Nurses.	Hartford, Conn. ....	1877	1877	Leander Hall .....	.....	20	8	107	39	2	50	\$10 a month the first year; \$14 a month the second.	Age, 21-35; good size and weight and a fair school education.
2 Connecticut Training School for Nurses.	New Haven, Conn. ....	1873	1873	Miss Greener .....	7	41	18	.....	111	1½	.....	\$182 during entire course of study.	Age, 23-40; good moral character and sound health.
3 Illinois Training School for Nurses.	Chicago, Ill. (304 Monroe st.).	1880	1881	M. E. Brown, M. D. ....	5	55	23	97	38	2	22	\$5 a month the first year; \$12 a month the second year.	Age, 21-35; good health and fair education.
4 Flower Mission Training School for Nurses.	Indianapolis, Ind. ....	1883	1883	Miss A. R. Hunt .....	.....	14	5	.....	.....	2	52	\$18 a month the first year; \$12 a month the second, with board.	Age, 21-35; good common school education.
5 Boston City Hospital Training School for Nurses.	Boston, Mass. ....	1880	1878	G. H. M. Rowe, M. D. ...	15	65	18	229	88	2	50	\$10 a month for the first year; \$14 a month for second; graduates, \$20 to \$35 a month.	Age, 23-35; fair education, sound health, and good moral character.
6 Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass. ....	1875	1873	Miss Anna C. Maxwell	15	44	16	*360	150	2	50	\$10 a month the first year; \$14 a month the second year.	Age, 25-35; good health and fair education.
7 Training School for Nurses (New England Hospital for Women and Children).	Boston, Mass. (Codman avenue, Roxbury district).	1863	1872	Miss Marcia E. Billings	61	18	12	180	84	1½	50	\$1 a week for first six months; \$2 a week second six months; and \$3 a week for the last six months.	Age, 22-35; good reference as to character and disposition; good health; and a good common school education.

\* From Report of the Commissioner of Education for 1883-'84.

a Date of incorporation of hospital.

b With a corps of lecturers.

TABLE XVII.—Statistics of training schools for nurses for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1885.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school last year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
8 Worcester City Hospital Training School for Nurses.	Worcester, Mass.....	.....	1883	Miss Georgeanna Russell.	(a)	10	4	13	4	2	50	\$10 a month for the first year; \$14 a month for the second year.	Age, 22-25; satisfactory testimonials and replies to questions.
9 Farrand Training School for Nurses.*	Detroit, Mich.....	1883	1884	Emma A. Hodgkinson.	3	12	.....	12	.....	2	48	\$0, \$3, and \$10 a month.	Age, 25; good education and health.
10 Minnesota College Hospital Training School for Nurses.	Minneapolis, Minn.....	.....	1883	C. H. Hunter, M. D.....	4	.....	2	3	2	14	22	None .....	Age, 22-40; certificate of sound health and good character.
11 Northwestern Hospital Training School.	Minneapolis, Minn.....	1883	1883	Mrs. Sallie B. Norton.	2	5	2	23	5	1	50	\$1 a week and board and washing.	Age, 21-35; certificates of sound health and good moral character.
12 St. Louis Training School for Nurses.	St. Louis, Mo. (1510 Lafayette ave.).	1883	1884	Miss Emma Louise Warr.	(a)	13	.....	28	.....	2	50	\$10 a month the first year; \$12 a month the second.	Age, under 35; good education; certificates of good character, sound health, and capacity for duties.
13 Training School for Nurses (Orange Memorial Hospital).	Orange, N. J. ....	1884	1882	Mrs. Dascombe .....	3	11	4	25	9	2	50	\$50 for first year; \$144 for second year.	Age, 20-40; common school education, good moral character, good health, and natural fitness.
14 Paterson Training School for Nurses (Ladies' Hospital Association).	Paterson, N. J. (Market st.).	1871	1882	Miss Clara S. Weeks..	d1	6	1	8	2	2	50	\$9 a month the first year; \$14 a month the second.	Age, 25-35; good common school education, and certificates of good moral and mental qualifications and good health and fitness for duties.

15	Brooklyn Training School for Nurses (Brooklyn Hospital).	Brooklyn, N. Y. (De Kalb avenue and Raymond street).	1881	1880	M. E. Snyder.....	41	29	10	75	33	2	50	\$9 a month the first year; \$15 a month the second year.	Age, 25-35; a thorough common school education, good health, and pleasant manners.
16	Long Island College Hospital Training School.	Brooklyn, N. Y. ....	.....	1883	Miss Irene H. Sutcliffe.	9	24	10	44	13	2	50	\$9 a month the first year; \$15 a month the second year.	Age, 22-35; a good education and certificates of good health and moral character.
17	New York State School for Training Nurses.*	Brooklyn, N. Y. (46 Concord street).	1871	1873	Miss Sarah Allen .....	6	7	7	65	65	1	52	None .....	Age, 21-40; sound health and good character.
18	Training School for Nurses (Brooklyn Homeopathic Hospital).	Brooklyn, N. Y. (109 Cumberland street).	1884	1878	Gertrude A. Barrett ..	9	20	2	31	2	2	50	\$10 a month the first year; \$15 a month the second year.	Age, 25-35; good common school education, sound health, and good moral character.
19	Buffalo General Hospital Training School for Nurses.	Buffalo, N. Y. ....	0	1878	Miss M. K. Howell.....	8	24	8	65	30	2	50	\$9 a month the first year; \$12 a month the second year.	Age, 22-30; good common school education, sound health, and good character.
20	Buffalo State Asylum Training School for Attendants.	Buffalo, N. Y. ....	0	1883	Dr. Judson B. Andrews	2	34	0	.....	.....	2	24	.....	Age, 21-40; must be attendants in the asylum and have passed the State civil service examination.
21	Training School for Nurses (Kings County Insane Asylum).	Flatbush, N. Y. (L. I.).	.....	1885	John C. Shaw, M. D., superintendent of asylum.	22	50	5	60	5	1	52	\$12 a month the second year.	Age, 21-35; fair education, good physical health, and even disposition.
22	Charity and Maternity Hospitals Training School.	New York, N. Y. (Blackwell's Island).	0	1875	L. L. Seaman, M. D., L. L. D., chief of staff.	10	42	18	275	127	2	50	\$10 a month the first year; \$15 a month the second year.	Age, 20-35; ability to pass the civil service examination, good health, and good moral character.
23	Mt. Sinai Training School for Nurses.*	New York, N. Y. (852 Lexington avenue).	1881	1881	Miss P. B. Washburne.	6	25	.....	48	.....	2	50	\$9 a month the first year; \$15 a month the second year.	Age, 20-35; good English education, sound health, good moral character, and general fitness for the work.
24	Training School for Nurses (Bellevue Hospital).	New York, N. Y. (423 East 26th street).	1872	1873	Miss Eliza P. Perkins.	6	64	.....	469	255	2	50	\$7 a month the first year; \$12 a month the second year.	Age, 25-35; reference as to good moral character, good health, and common school education.
25	Training School of New York Hospital.	New York, N. Y. (8 West 10th street).	0	1877	Zilphia E. Whitaker....	8	36	18	120	84	1½	50	\$10, \$13, and \$16 a month for the first, second, and third 6 months, respectively.	Age, 25-35; common school education, good health, and satisfactory reference as to moral character.

\* From Report of the Commissioner of Education for 1883-'84.

a Superintendent and medical staff of hospital.

b These statistics are for the school year 1884-'85, at the close of which year the school was discontinued.

c Date of incorporation of hospital.

d With a corps of lecturers.

e Assisted by medical staff of the asylum.



TABLE XVII.—Statistics of training schools for nurses for 1884-'85, &amp;c.—Continued.

Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1885.	Total number of pupils since organization.	Graduates since organization.	Number of years in full course of study.	Number of weeks in school last year.	Salary paid pupils.	Conditions of admission.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
26 Rochester City Hospital Training School for Nurses.	Rochester, N. Y. ....	1881	1880	.....	6	19	7	42	19	2	52	\$10 a month. ....	Age, 20-35; common school education, good health, and moral character.
27 Training School for Nurses.*	Cannonsburg, Pa. ....	.....	1884	William C. Dane, M. D., secretary.	3	6	3	12	3	.....	10	.....	Satisfactory evidence of educational and personal qualification.
28 Nurses' Training School (Philadelphia Hospital).	Philadelphia, Pa. ....	.....	1885	Miss Alice Fisher	2	36	.....	.....	.....	.....	50	\$8 to \$9 a month to those engaging to remain in the service of the hospital.	Age, 21-35; good character, fair education, and sound health.
29 Nurse Training School of the Woman's Hospital.	Philadelphia, Pa. ....	1861	1863	Dr. A. E. Tyng	.....	.....	.....	212	.....	2	50	.....	Age, 24-40; good health and moral character, and fitness for duties.
30 Pennsylvania Hospital Training School for Nurses.	Philadelphia, Pa. ....	.....	1882	Richard Cadbury, steward of hospital.	1	6	4	13	13	1	51	\$13 a month. ....	Age, 21 and over; good character and fair intelligence.
31 Philadelphia Lying-in Charity and Nurse School.	Philadelphia, Pa. ....	1832	1832	Miss Emily Robinson.	4	15	4	600	.....	2	40	\$5 a month. ....	Age, 22-32; average common school education, and aptitude for the work.
32 South Carolina Training School for Nurses.	Charleston, S. C. ....	1883	1883	Miss Eugenie A. Hurd, principal.	1	10	.....	12	.....	2	.....	\$5 a month the first year; \$10 a month the second year.	Age, 22-35; good education and certificate of good character, health, and capacity for duties.
33 Mary Fletcher Hospital Training School for Nurses.	Burlington, Vt. ....	0	1882	A. J. Willard, A. M., M. D.	6	12	6	27	13	2	.....	\$10 a month the first year; \$15 a month the second year.	Age, 20-40; certificates of sound health and good moral character, a satisfactory education, and payment in advance of a fee of \$10 for the session.

34	Washington School for Nurses.	Training School for Nurses.	Washington, D. C.....	1877	Mrs. Alice R. Westfall.	7	20	3	65	14	2	26	.....	Age, 20 and over; good common school educa- tion, and certificates of good moral character and sound health.
----	----------------------------------	--------------------------------	-----------------------	------	-------------------------	---	----	---	----	----	---	----	-------	--

\* From Report of the Commissioner of Education for 1883-'84.

a Date of incorporation of hospital.

TABLE XVII.—*Memoranda.*

Name.	Location.	Remarks.
Baltimore Training School for Nurses (Woman's Medical College of Baltimore).	Baltimore, Md	This school, which held its first session in 1884, was not continued in 1885, and is not likely to be resumed.
Training School for Nurses (Blockley Almshouse).....	Philadelphia, Pa	See Nurses' Training School (Philadelphia Hospital), identical.
Training School for Nurses of the Rhode Island Hospital .....	Providence, R. I	No information received.

TABLE XVIII. — *Statistics of institutions for the deaf and dumb for 1894-'95; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala.	1869	State	Joseph H. Johnson, M. D.	7	0	57	30	27
2	Arkansas Deaf-Mute Institute	Little Rock, Ark.	1868	State	John C. Littlepage	8	1	79	47	32
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal.	1869	State	Warring Wilkison, M. A.	10	0	133	81	52
4	Institute for the Education of the Mute and the Blind.	Colorado Springs, Colo.	1874	State	D. C. Dudley, A. M.	5	2	46	26	20
5	American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.	1816	Board of directors.	Job Williams, M. A.	15	1	209	125	84
6	Whipple's Home School	Myatie River, Conn.	1869	Private	N. T. Whipple	1	.....	14	10	4
7	Florida Blind and Deaf-Mute Institute	St. Augustine, Fla.	1885	State	Park Terrell	2	0	8	7	1
8	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga.	1846	Board of trustees.	Wesley O. Connor	6	3	96	55	41
9	Chicago Day Schools for Deaf-Mutes a	Chicago, Ill.	1875	Board of education.	Rev. Philip A. Emery, M. A., D. D.	6	2	50	20	30
10	Voice and Hearing School for the Deaf	Englewood, Ill.	1883	Private	Miss Mary McCowen	5	0	27	17	10
11	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	1839	State	Philip G. Gillett, A. M., LL. D.	30	1	561	324	237
12	Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind.	1844	State	Eli P. Baker, superintendent	13	6	374	204	170
13	Iowa Institution for the Deaf and Dumb.	Council Bluffs, Iowa	1855	State	H. C. Hammond, superintendent	14	2	270	157	113
14	Kansas Institution for the Education of the Deaf and Dumb.	Gladue, Kans.	1862	State	S. T. Walker, superintendent	11	1	130	102	88
15	Kentucky Institution for Deaf-Mutes	Danville, Ky.	1823	State	W. K. Argo, A. B., superintendent	10	2	131	73	58
16	Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La.	1852	State	R. G. Ferguson, A. M.	3	1	50	28	22
17	Portland School for the Deaf	Portland, Me.	1876	City	Miss Ellen L. Barton	5	.....	45	26	19
18	F. Knapp's Institute b	Baltimore, Md.	1877	Private	F. Knapp	.....	.....	.....	.....	.....
19	Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (258 Saratoga st.).	1872	State	Frederick D. Morrison, A. M., superintendent.	3	0	19	13	6
20	Maryland School for the Deaf and Dumb	Frederick, Md.	1807	State	Charles W. Ely, M. A.	10	1	99	54	45



21	New England Industrial School for Deaf-Mutes	Beverly, Mass	1879	Trustees	Miss Nellie H. Swett	2	0	21	11	10
22	Horace Mann School for the Deaf	Roston, Mass. (63 Warren-st.)	1869	School board	Miss Sarah Fuller	8	0	91	45	46
23	Clarke Institution for Deaf-Mutes	Northampton, Mass.	1867	Private corporation	Harriet B. Rogers	14	0	93	47	46
24	Michigan Institution for Educating the Deaf and Dumb	Flint, Mich.	1854	Trustees	M. T. Gass, M. A., superintendent.	22	3	266	114	152
25	Evangelical Lutheran Deaf-Mute Institution	Norris, Mich.	1874	Ev. Lutheran Association	H. D. Uhlig, director	3	0	40	27	13
26	Minnesota School for the Deaf and Dumb	Fairbault, Minn.	1863	State	J. L. Doyne, A. M., superintendent.	10	5	169	96	73
27	Mississippi Institution for the Deaf and Dumb	Jackson, Miss.	1863	State	J. R. Doyne, M. A., supt.	5	1	91	38	53
28	Missouri Institution for the Education of the Deaf and Dumb	Fulton, Mo.	1851	State	William D. Kerr, A. M., superintendent.	12	2	248	149	99
29	St. Joseph's Deaf-Mute Institute	Hannibal, Mo.	1881	R. C.	Sisters of St. Joseph	1	0	22	8	14
30	St. Louis Day School for Deaf-Mutes	St. Louis, Mo. (cor. 9th and Washington sts.)	1878	School board	Deos A. Simpson, B. A.	3	2	40	26	14
31	Convent of Maria Consilia Deaf-Mute Institute	St. Louis, Mo. (1849 Cass ave.)	1885	R. C.	Sisters of St. Joseph	.....	.....	.....	.....	.....
32	Nebraska Institute for the Deaf and Dumb	Omaha, Nebr.	1869	State	J. A. Gillespie, B. D.	8	1	99	65	34
33	New Jersey School for Deaf-Mutes	Near Trenton, N. J. (Chambersburg)	1883	State	Weston Jenkins, M. A., superintendent.	6	0	117	66	51
34	Le Contenlx St. Mary's Institution for the Improved Instruction of Deaf-Mutes	Buffalo, N. Y. (125 Edward st.)	1854	R. C.	Sister Mary Ann Burke	11	0	138	80	70
35	Northern New York Institution for Deaf-Mutes	Fordham, N. Y.	1869	Board of managers	Mary B. Morgan, superintendent.	19	2	271	114	157
36	Institution for the Improved Instruction of Deaf-Mutes	Malone, N. Y.	1884	Trustees	Henry C. Rider, superintendent.	3	1	34	28	6
37	.....	New York, N. Y. (Lexington ave., bet. 67th and 68th sts.)	1867	Trustees	David Greenberger	14	0	167	94	73
38	.....	New York, N. Y. (Station M.)	1817	Directors	Isaac Lewis Peet, LL.D.	18	4	419	270	149
39	Western New York Institution for Deaf-Mutes	Rochester, N. Y. (945 N. St. Paul st.)	1876	Trustees	Zenas F. Westervelt	19	1	179	95	84
40	Central New York Institution for Deaf-Mutes	Rome, N. Y.	1875	Trustees	Edward Beyerly Nelson, B. A.	11	4	155	96	59
41	North Carolina Institution for the Deaf and Dumb and the Blind	Raleigh, N. C.	1845	State	W. J. Young, M. A.	8	0	125	69	56
42	Cincinnati Day School for Deaf-Mutes*	Cincinnati, Ohio	1875	School board	Alfred F. Wood	2	0	29	18	11
43	Ohio Institution for the Education of the Deaf and Dumb	Columbus, Ohio	1829	State	Amasa Pratt, A. M.	25	6	458	243	215
44	Oregon School for Deaf-Mutes	Salem, Oreg.	1870	State	Rev. P. S. Knight, superintendent.	2	0	28	12	16
45	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa.	1821	Directors	A. L. E. Croner, A. M.	33	2	466	258	268
46	Private School for Teaching Deaf Children to Speak	Philadelphia, Pa. (7 So. Merrick st.)	1885	Private	Miss Mary S. Garrett	1	0	8	8	0
47	Pennsylvania Oral School for Deaf-Mutes	Seranton, Pa.	1883	Directors	Miss Emma Garrett	2	.....	15	10	5

\*From Report of the Commissioner of Education for 1883-84. This institution has two branches, one at Brooklyn (510 Henry street), and one at Throgs Neck. The station at 11th and Clinton streets.

a Five schools located in different parts of the city.

b School for hearing youth, with classes for deaf-mutes.

TABLE XVIII.—Statistics of institutions for the deaf and dumb for 1884-'85, &amp;c.—Continued.

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Male.	Female.
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
48 Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	Wilkinsburg, Pa.	1876	Private corporation.	Rev. John G. Brown, D. D.	8	3	145	98	47
49 Rhode Island School for the Deaf.	Providence, R. I.	1877	State board of education.	Katherine H. Austin <i>a</i> .	4	0	34	18	18
50 South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1849	State.	Newton F. Walker, supt.	3	.....	60	31	20
51 Tennessee School for Deaf and Dumb.	Knoxville, Tenn.	1845	Trustees.	Thomas L. Moses.	7	2	122	72	50
52 Texas Deaf and Dumb Asylum.	Austin, Tex.	1857	State.	W. Shapard, superintendent	9	62	146	87	59
53 Virginia Institution for the Education of the Deaf and Dumb and the Blind.	Staunton, Va.	1859	State.	Thomas S. Doyle	11	2	11	9	2
54 West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	Board of regents.	John Collins Covell, M. D.	4	2	75	42	33
55 Wisconsin School for the Deaf.	Delavan, Wis.	1852	State.	John W. Swiler, M. A., supt.	13	1	215	134	81
56 Milwaukee Day School for Deaf Children.	Milwaukee, Wis. (corner Prairie and State sts.).	1883	Wis. Phonological Ins.	Paul Binner	2	.....	11	6	5
57 St. John's Catholic Deaf-Mute Institute.	St. Francis Station, Wis.	1876	R. C.	Rev. Charles Fessler.	3	0	45	28	17
58 Dakota School for Deaf-Mutes.	Siox Falls, Dak.	1880	Trustees.	James Simpson, superintendent	2	1	37	28	9
59 A. Graham Bell's School for Deaf Children.	Washington, D. C. (1234 Sixteenth st.).	1883	Private.	A. Graham Bell, Ph. D.	2	0	6	4	2
60 Columbia Institution for the Deaf and Dumb.	Washington, D. C.	1857	Corporate.	E. M. Gallaudet, Ph. D., LL. D., pres.	14	3	106	86	20
61 National Deaf-Mute College.	Washington, D. C.	1864	National.	E. M. Gallaudet, Ph. D., LL. D., pres.	.....	.....	.....	.....	.....
62 New Mexico School for the Deaf and Dumb.	Santa Fe, N. Mex.	1885	Private.	Lars M. Larson, A. A.	.....	.....	.....	.....	.....
63 Deseret School for Deaf-Mutes.	Salt Lake City, Utah.	1884	University of Deseret.	Henry C. White, A. B.	1	0	14	9	5
64 Washington School for Defective Youth.	Tacoma, Wash. Ter.	1885	Private.	Rev. W. D. McFarland, director.	2	0	9	4	5

*a* Since succeeded by Miss Anna M. Black.*b* One of these is a deaf-mute.*c* An organization within the Columbia Institution; its statistics are there included. (See also Table IX.)

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1884-'85, &c.*—Continued.

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Alabama Institution for the Deaf and Dumb and the Blind.	5	210	2	x	x	x	x	....	x	0	0	0	500	....	17	675,000	18,000	100	16,000
Arkansas Deaf-Mute Institute.	7	....	....	x	x	x	x	....	x	0	x	0	80	5	95	50,000	17,780	0	23,100
Institution for the Deaf and Dumb and the Blind.	6	279	4	x	x	x	x	x	0	0	x	0	61,000	....	130	350,000	44,000	800	44,000
Institute for the Education of the Mute and the Blind.	8	75	0	x	x	x	x	x	0	0	0	0	250	25	13	45,000	22,000	0	23,000
American Asylum for the Education of the Deaf and Dumb.	....	2,309	....	x	x	x	....	....	0	0	0	0	*2,000	....	26	250,000	....	....	*52,715
Whipple's Home School.	24	71	0	x	x	x	x	x	x	x	0	0	500	50	20	8,000	1,050	3,000	....
Florida Blind and Deaf-Mute Institute.	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Georgia Institution for the Deaf and Dumb.	....	377	3	0	x	x	x	....	x	0	0	0	1,000	30	57	40,000	17,000	0	15,814
Chicago Day Schools for Deaf-Mutes.	....	130	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Voice and Hearing School for the Deaf.	....	34	....	f x	g x	....	....	....	x	0	x	x	7,184	431	46	400,000	98,000	0	4,163
Illinois Institution for the Education of the Deaf and Dumb.	6	1,803	....	....	g x	x	....	x	x	....	x	x	....	....	....	....	....	....	....
Indiana Institution for Educating the Deaf and Dumb.	7	1,597	10	f x	x	x	x	....	x	0	x	x	3,400	10	103	504,070	58,947	0	57,003
Iowa Institution for the Deaf and Dumb.	....	657	....	....	x	x	x	....	x	0	0	0	*575	....	160	39,000	57,400	0	....
Kansas Institution for the Education of the Deaf and Dumb.	7	440	0	x	x	x	x	....	x	0	0	0	200	0	170	125,000	32,000	0	37,500
Kentucky Institution for Deaf-Mutes.	7	842	....	x	x	x	x	x	x	x	x	0	1,500	0	60	140,000	30,000	0	20,000
Louisiana Institution for the Education of the Deaf and Dumb.*	8	....	0	0	x	....	....	....	0	x	0	0	375	12	2	25,000	10,000	....	7,850

\* From Report of the Commissioner of Education for 1883-'84.

e For two years.

f Attention given to the development of hearing also.

g Drawing, painting, and wood-carving also taught.

e Drawing is also taught.

d Five schools located in different parts of the city.



TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1884-'85, &c.—Continued.*

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in the institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
17 Portland School for the Deaf		55	0	x	x	x	x	x	0	x	x	x	*2,600			\$80,000			\$6,709
18 F. Knapp's Institute.		46														225,000			
19 Maryland School for the Colored Blind and Deaf-Mutes.	6																		
20 Maryland School for the Deaf and Dumb	5	294	4	x	x	x	x	x	0	0	0	0	2,200	59	10	250,000	25,000	100	26,530
21 New England Industrial School for Deaf-Mutes		35		x	x	x	x	x	0	0	0	0	225		57	*12,000			2,772
22 Horace Mann School for the Deaf.	7	236	0	x	x	x	x	x	0	0	0	0	390	8					
23 Clarke Institution for Deaf-Mutes.	7	250	0	d x	b x	x	x	x	0	0	0	0	1,000		14	*90,000			28,180
24 Michigan Institution for Educating the Deaf and Dumb.	5	1,008		x	x	x	x	x	x	0	0	0	2,347	134	87	465,823	50,000	200	53,407
25 Evangelical Lutheran Deaf-Mute Institution	5	109	0	x	x	x	x	x	0	0	0	0	292	10	20	25,000	0	1,879	3,746
26 Minnesota School for the Deaf and Dumb.	54	507	4	x	b x	x	x	x	x	0	0	0	1,100	20	65	200,000	32,000	900	32,000
27 Mississippi Institution for the Deaf and Dumb.	8		1	x	x	x	x	x	0	0	0	0	300		80	75,000	16,175		16,175
28 Missouri Institution for the Education of the Deaf and Dumb.	6	873	5	x	x	x	x	x	0	0	0	0	1,032		101	175,000	\$118,500	0	\$107,465
29 St. Joseph's Deaf-Mute Institute		22		x												(g)			
30 St. Louis Day School for Deaf-Mutes		76	0		x				0	0	0	0							
31 Convent of Maria Consilia Deaf-Mute Institute.																			
32 Nebraska Institute for the Deaf and Dumb.	5	211	1	x	x	x	x	x	0	0	0	0	800	50	23	81,000		0	21,000
33 New Jersey School for Deaf-Mutes		133		x	x	x	x	x	0	0	0	0	250		9	100,000			
34 Le Contoux St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	6	361		x	b x	x	x	x	0	0	0	x	630	20	24	127,000	\$28,695	1,663	35,772
35 St. Joseph's Institute for Improved Instruction of Deaf-Mutes.		452		x	x	x	x	x	x	0	0	0	450	50	52	196,175		307,439	66,666
36 Northern New York Institution for Deaf-Mutes.	1	34	0	x	x	x	x	x	0	0	0	0	0		0	325,600	3,793	0	6,799
37 Institution for the Improved Instruction of Deaf-Mutes.	6	342	0	x	b x	x	x	x	0	0	x		561	49			30,000	8,000	35,408



TABLE XIX.—*Statistics of institutions for the blind for 1884-'85; from*NOTE.—*x* indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employés.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala...	1860	Joseph H. Johnson, M. D., principal.	State .....	3
2	Arkansas School for the Blind*.	Little Rock, Ark	1859	Otis Patten.....	State .....	16
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal...	1860	Warring Wilkin- son, M. A., prin- cipal.	State .....	40
4	Institute for the Education of the Mute and the Blind.	Colorado Spr'gs, Colo.	1874	D. C. Dudley, A. M., principal.	State .....	2
5	Florida Blind and Deaf-Mute Institute.	St. Augustine, Fla.	1885	Park Terrell, principal.	State .....	
6	Georgia Academy for the Blind..	Macon, Ga.....	1852	.....	State .....	
7	Illinois Institution for the Edu- cation of the Blind.*	Jacksonville, Ill.	1849	Franklin W. Phil- lips, M. D.	State .....	36
8	Indiana Institute for the Educa- tion of the Blind.	Indianapolis, Ind	1847	H. B. Jacobs .....	State .....	30
9	Iowa College for the Blind .....	Vinton, Iowa ...	1853	Thomas F. Mc- Cune, M. A., prin- cipal.	State .....	35
10	Kansas Institution for the Edu- cation of the Blind.*	Wyandotte, Kans	1868	George H. Miller	State .....	19
11	Kentucky Institution for the Education of the Blind.	Louisville, Ky ..	1842	Benjamin B. Hun- toon, A. M.	State .....	22
12	Louisiana Institution for the Blind and Industrial Home for the Blind.*	Baton Rouge, La	1871	P. Lane.....	State .....	4
13	Maryland Institution for the In- struction of the Blind.	Baltimore, Md..	1853	Frederick D. Mor- rison, M. A.	Corporation.	11
14	Maryland School for the Colored Blind and Deaf-Mutes.*	Baltimore, Md. (258 Saratoga street).	1872	Frederick D. Mor- rison, M. A.	State .....	6
15	Perkins Institution and Massa- chusetts School for the Blind.	Boston, Mass ...	1829	M. Anagnos .....	Corporation and State.	89
16	Michigan School for the Blind*.	Lansing, Mich ..	1880	J. F. McElroy, A.M.	State .....	26
17	Minnesota School for the Blind.	Faribault, Minn.	1866	James J. Dow ...	State .....	11
18	Mississippi Institution for the Education of the Blind.	Jackson, Miss ..	1852	W. S. Langley, M. D.	State .....	14
19	Missouri School for the Blind o..	St. Louis, Mo ...	1851	John T. Sibley, A. M., M. D.	State .....	21
20	Nebraska Institute for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee ....	State .....	10
21	New York State Institution for the Blind.	Batavia, N. Y...	1867	Arthur G. Clement	State .....	41
22	New York Institution for the Blind.	New York, N.Y.	1831	William B. Wait ..	State .....	37
23	North Carolina Institution for the Deaf and Dumb and the Blind n	Raleigh, N. C ...	1849	Hezekiah A. Gud- ger, M. A., prin- cipal.	State .....	11
24	Ohio Institution for the Educa- tion of the Blind.*	Columbus, Ohio.	1837	G. L. Smead, M. A. g	State .....	25
25	Oregon School for the Blind .....	Salem, Oreg.....	1883	C. E. Moor .....	State .....	6
26	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa	1833	William Chapin, A. M.	Corporation.	63
27	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1855	Newton F. Walker	State .....	3

\* From Report of the Commissioner of Education of Department for the blind opened in the fall of 1883-'84.

a Collar making is also taught.

b See Table XVIII.

c Upholstery is taught.

d Music is taught.

e For both departments.

g Carpet weaving is also taught.

h Brush making is also taught.

i In State warrants.

j Includes \$2,918 for building.

k Officers and teachers only.



replies to inquiries by the United States Bureau of Education.

0 signifies no or none; .... indicates no answer.

Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.					Library.		Property, income, &c.						
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
2	30	65	..	x	..	x	..	..	400	50	(b)	(b)	..	..	(b)	1
5	40	190	x	x	x	c x	d x	x	..	..	\$20,000	\$12,153	\$0	\$16,274	\$15,100	2
0	32	123	..	..	..	..	..	..	(b)	..	(b)	(b)	(b)	\$41,800	(b)	3
0	19	23	..	..	x	..	..	..	97	15	(b)	(b)	0	..	(b)	4
..	..	..	..	..	..	..	..	..	..	..	(b)	..	..	..	..	5
2	136	..	x	x	x	x	(d)	x	516	50	116,427	26,750	1,627	28,377	27,852	6
2	126	700	x	x	x	..	x	x	1,025	8	275,500	29,000	..	29,291	24,919	7
8	151	561	x	x	x	g x	..	x	1,330	..	250,000	28,000	3,000	31,000	31,000	8
3	72	186	h x	x	..	..	(d)	x	500	50	100,000	13,900	0	13,900	13,900	9
6	77	468	x	x	..	(c)	..	x	1,300	50	100,000	30,569	..	30,569	28,992	10
4	22	60	x	x	..	x	^	..	300	20	12,000	10,000	1,000	9,000	10,418	11
9	65	263	x	x	x	x	d x	x	800	50	339,400	15,250	2,974	18,224	18,804	12
3	21	125	x	x	..	..	..	..	..	..	(b)	(b)	(b)	\$10,600	(b)	13
34	172	1,109	x	x	x	m x	(d)	x	8,062	449	298,650	30,000	15,399	112,533	113,010	14
1	50	99	x	..	x	..	..	x	975	20	78,000	132,000	..	132,000	..	15
1	36	76	x	..	x	..	..	x	..	..	20,000	..	0	..	8,443	16
3	35	..	x	x	x	..	..	..	500	12	50,000	10,000	..	..	..	17
3	90	589	g h x	..	..	..	..	..	1,500	200	250,000	28,000	0	28,000	26,000	18
1	29	62	x	x	x	..	(d)	x	300	..	15,000	9,500	..	9,500	8,998	19
3	134	600	x	..	x	x	x	x	1,800	177	371,481	..	3,436	40,736	44,171	20
..	247	..	x	x	x	x	d x	p x	..	..	..	..	..	147,162	140,694	21
7	60	..	x	x	..	x	(d)	x	500	50	(b)	(b)	..	38,000	(b)	22
k7	190	1,244	x	x	x	..	x	r x	..	..	500,000	54,000	..	54,000	54,000	23
1	12	15	..	..	x	..	..	x	250	40	5,000	7,000	0	7,000	7,550	24
k20	197	1,273	x	x	x	x	d x	x	2,700	200	182,306	43,500	5,395	95,746	78,881	25
1	15	63	x	x	x	s x	x	x	..	..	(b)	(b)	(b)	..	(b)	26
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	27

l Including changes of investments.

m Knitting and basket making also taught.

n These statistics, which are for the year 1882-'83, are the latest received from this institution.

o Of the school for the blind; of the institute, 1853.

p Carpet weaving and rug making also taught.

q Since succeeded by H. P. Fricker, M. D.

r Hand and machine knitting also taught.

s Brush and mat making also taught.

TABLE XIX.—Statistics of institutions

NOTE.—× indicates the employments taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
28	Tennessee School for the Blind..	Nashville, Tenn.	1846	Loyal A. Bigelow.	State .....	19
29	Texas Institution for the Blind*.	Austin, Tex ....	1858	Frank Rainey, M. D	State .....	27
30	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.....	1839	Thomas S. Doyle, principal.	State .....	c6
31	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John C. Covell, M. A., principal.	State .....	4
32	Wisconsin Institution for the Education of the Blind.*	Janesville, Wis.	1850	Mrs. Sarah F. C. Little, M. A.	State .....	26

\* From Report of the Commissioner of Education for 1893-'94.

a Music is taught.

b Brush and mat making also taught.

c Instructors only.

for the blind for 1884-'85, &amp;c.—Continued.

0 signifies no or none; .... indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.													
			10	11	12	13	14	15	16	17	18	19	20	21	22									
			Number of blind employes and workmen.			Number of pupils.			Number of pupils admitted since opening.			Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				
												Employments taught.						Library.		Property, income, &c.				

d See Table XVIII.

e For both departments.

f Carpet weaving is taught.



TABLE XX.—*Statistics of schools and asylums for feeble-minded children for*

NOTE.—x indicates

	Name.	Location.	Date of establishment.	Superintendent.
	1	2	3	4
1	California Association for the Care and Training of Feeble-Minded Children.*	Vallejo, Cal.....	1884	J. Henry Applegate, jr., secretary.
2	Connecticut School for Imbeciles* .....	Lakeville, Conn.	1858	Robert P. Knight, M. D.
3	Illinois Asylum for Feeble-Minded Children*...	Lincoln, Ill. . .	1865	William B. Fish, M. D.
4	Indiana Asylum for Feeble-Minded Children...	Knightstown, Ind.	1879	Dr. John W. White...
5	Iowa Institution for Feeble-Minded Children...	Glenwood, Iowa.	1876	F. M. Powell, M. D....
6	Kentucky Institution for the Education and Training of Feeble-Minded Children.	Frankfort, Ky..	1860	John Q. A. Stewart, M. D.
7	Family Home School for Nervous and Delicate Children.	Amherst, Mass..	1883	Mrs. W. D. Herrick...
8	Private Institution for the Education of Feeble-Minded Youth.	Barre, Mass.....	1848	Geo. Brown, M. D., and Mrs. C. W. Brown.
9	Hillside School for Backward and Feeble Children.	Fayville, Mass..	1870	Mesdames Knight and Green.
10	Massachusetts School for the Feeble-Minded....	South Boston, Mass. (723 Eighth st.).	1848	Asbury G. Smith, M. D.
11	Private School and Home for Feeble-Minded Children.	Kalamazoo, Mich.	1884	C. T. Wilbur, M. D.....
12	Minnesota School for Idiots and Imbeciles.....	Faribault, Minn.	1879	George H. Knight, M. D.
13	New York State Custodial Asylum for Feeble-Minded Women.	Newark, N. Y..	1878	Cyrus C. Warner .....
14	Idiot Asylum, Randall's Island.....	New York, N. Y.	1868	.....
15	New York Asylum for Idiots .....	Syracuse, N. Y..	1851	James C. Carson, M. D.
16	Ohio Institution for Feeble-Minded Youth.....	Columbus, Ohio	1857	Gustavus A. Doren, M. D.
17	Pennsylvania Training School for Feeble-Minded Children.	Elwyn, Pa .....	1852	Isaac N. Kerlin, M. D..

\* From Report of the Commissioner of Education for 1883-'84.

a Estimated.

b Kindergarten instruction is given.

c Instruction in calisthenics and domestic duties is given.

1884-'85; from replies to inquiries by the United States Bureau of Education.

the branches taught.

Number of instructors and other employes.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditures.
	Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
9	6	7	13	.....	x	x	x	x	x	.....	x	0	a\$2,160	a\$1,440
.....	172	188	360	.....	b x	x	x	x	.....	.....	.....	.....	16,536	.....
15	43	41	84	(c)	x	x	x	x	.....	.....	x	228	56,000	56,000
.....	.....	.....	.....	(c)	x	x	x	x	.....	x	.....	.....	d30,000	d30,000
50	164	95	259	.....	x	x	x	x	.....	.....	.....	.....	42,080	41,700
27	87	65	152	.....	x	x	x	x	.....	.....	.....	91	29,634	29,631
3	8	2	10	(c)	x	x	x	x	.....	.....	x	1	2,500	2,500
31	44	25	69	(ce)	x	x	x	x	x	.....	.....	160	.....	*44,800
6	2	3	6	e x	x	x	x	x	x	x	x	18	.....	.....
34	86	61	147	(e)	x	x	x	x	x	.....	.....	.....	25,000	25,000
9	6	19	25	(e)	x	x	x	x	x	.....	x	.....	6,000	8,000
13	64	32	96	(ce)	x	x	x	x	x	x	x	8	.....	*12,269
16	0	140	140	(e)	x	x	.....	.....	.....	.....	.....	1	20,000	f3,877
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	205	168	373	(e)	x	x	.....	.....	.....	.....	x	.....	72,838	71,565
122	443	278	721	(ce)	x	x	x	x	x	.....	.....	.....	114,725	111,711
.....	298	205	503	(ce)	b x	x	x	x	x	.....	.....	.....	107,637	90,490

d This includes the report of the Soldiers' Orphans' Home.

e Various industries are taught.

f For three months only.

TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85;*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
Little Rock University .....	Little Rock, Ark....	Freedmen's Aid Society of the M. E. church.	Cincinnati, Ohio ....
University of Southern Cali- fornia.	Los Angeles, Cal..	Mrs. Sarah E. Tansey.....	Los Angeles, Cal....
		G. W. Morgan.....	Los Angeles, Cal....
California Baptist College ...	Oakland, Cal.....	E. C. Sessions.....	Oakland, Cal.....
University of the Pacific ....	San José, Cal.....	Mrs. E. H. Gray.....	Oakland, Cal.....
		Isaac Lankershim .....	Oakland, Cal.....
		Various persons .....	.....
Colorado College.....	Colorado Springs, Col.		.....
Wesleyan University.....	Middletown, Conn. }	Rev. Wm. Griffin, D. D....	West Troy, N. Y....
		Various persons .....	.....
Yale College.....	New Haven, Conn. }	Pelatiah Perit .....	New Haven, Conn ..
		Wm. Burr Bibbins.....	.....
		Estate of Frederick Mar- quand.	.....
		Henry Winkley.....	Philadelphia, Pa....
		Mrs. K. K. Walker .....	.....
University of Florida.....	Tallahassee, Fla....	Miss Gilman .....	.....
		Prof. O. C. Marsh.....	.....
Rollins College .....	Winter Park, Fla....	Joshua Coit .....	.....
Clark University .....	Atlanta, Ga.....	Rev. James T. Dickinson, Prof. Packard, and many others.	.....
Emory College.....	Oxford, Ga.....	Ex-Gov. D. S. Walker....	Tallahassee, Fla....
Hedding College.....	Abingdon, Ill.....	A. W. Rollins .....	Chicago, Ill.....
Illinois Wesleyan University.	Bloomington, Ill....	"A friend" .....	.....
University of Chicago .....	Chicago, Ill.....	Numerous donors.....	.....
Lombard University.....	Galesburg, Ill....	Charles Cramp .....	Macon, Ill.....
		Various persons .....	Chicago, Ill.....
		H. N. Higginbathane.....	Chicago, Ill.....
		J. S. Dennis .....	Chicago, Ill.....
		J. H. Swan .....	Chicago, Ill.....
Lake Forest University.....	Lake Forest, Ill....	Mrs. E. O. Cornell.....	Minneapolis, Minn..
		P. T. Barnum .....	Bridgeport, Conn ..
Chaddock College.....	Quincy, Ill.....	D. M. Benjamin.....	Minneapolis, Minn..
		Several others .....	.....
		Mrs. Clarissa C. Peck .....	.....
		Others .....	.....
		Various friends.....	.....
Augustana College .....	Rock Island, Ill....	P. S. Cable .....	Rock Island, Ill....
		Members of Augustana Evangelical Lutheran Synod.	.....
Shurtleff College.....	Upper Alton, Ill....		.....
Westfield College.....	Westfield, Ill.....	Many persons .....	.....
Wheaton College .....	Wheaton, Ill.....		.....
Indiana University .....	Bloomington, Ind....	County of Monroe, Indiana.	.....



from replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2,500	\$2,500						For current expenses.
30,000	{		\$20,000				To establish a chair of Christian ethics. Donation in land valued at \$20,000.
		\$10,000					To finish new building. Donation in land value at \$10,000.
40,000	{	10,000					Toward a site for college building.
		10,000					Do.
40,000	20,000	40,000					For endowment of college.
7,958							\$35,000 for building for preparatory department, and \$5,000 for observatory and telescope.
32,604	{						Donor and purpose of gift not specified.
		7,445	150	25,000			For endowment of a professorship.
111,138	{						\$3,270 for endowment fund, \$415 for the department of physics, \$3,760 for current expenses, and \$159 for telescope and museum.
		19,776	13,662				For a professorship in political economy.
			50,000				For the academical department; special purpose not specified.
			25,000				For a professorship in the theological department.
				\$200			For a professorship of biblical theology.
							The interest of this sum to be applied as a prize in the art school; also from the same donor a plaque and painting as a memorial of her daughter.
	{						A gift of three oil paintings to the art school.
							Gift of his last painting to the art school.
						\$2,500	For the library.
3,000		3,000					Valuable additions to the library.
50,000	50,000						Value of part of a building; to be used as a library.
14,000		14,000					For endowment.
31,000	{	25,000					For buildings.
		6,000					For general purposes.
6,900	6,000						To construct and equip a school of technology.
27,000			27,000				For endowment.
2,000	2,000						To endow a professorship.
6,785	{	1,000					For current expenses.
		1,000					
		1,000					
		1,000					
		500					
		1,285					
17,000	{	10,000					For endowment.
		7,000					
2,500		2,500					\$10,500 for endowment, and \$3,500 for current expenses.
42,360	{	(25,000)					For repairs.
		(17,360)					
2,500							For new building and current expenses.
5,000	5,000						Purpose and donor of gift not specified.
1,285	1,285						To pay indebtedness.
50,000		50,000					For general expenses.
							For new buildings.

TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Wabash College .....	Crawfordsville, Ind.	Jacob Harman .....	.....
Hartsville College .....	Hartsville, Ind. ....	.....	.....
Union Christian College .....	Merom, Ind. ....	Various persons .....	.....
Moore's Hill College .....	Moore's Hill, Ind .....	.....	.....
Parsons College .....	Fairfield, Iowa. ....	Through Presbyterian Board of Aid. ....	.....
Upper Iowa University .....	Fayette, Iowa. ....	Other friends .....	.....
Iowa College .....	Grinnell, Iowa .....	Central Congregational Church. ....	Brooklyn, N. Y. ....
Lenox College .....	Hopkinton, Iowa. ....	Mrs. T. M. Sinclair. ....	Cedar Rapids, Iowa. ....
Simpson Centenary College .....	Indianola, Iowa. ....	.....	.....
Iowa Wesleyan University .....	Mt. Pleasant, Iowa. ....	Timothy Whiting .....	.....
Cornell College .....	Mt. Vernou, Iowa. ....	Many persons .....	.....
Oskaloosa College .....	Oskaloosa, Iowa .....	.....	.....
Penn College .....	Oskaloosa, Iowa .....	.....	.....
Tabor College .....	Tabor, Iowa .....	Various persons .....	.....
Western College .....	Toledo, Iowa. ....	Mrs. Charles Masen .....	Toledo, Iowa. ....
.....	.....	D. D. Weimar, and others .....	Blair, Nebr. ....
Baker University .....	Baldwin, Kans. ....	Mrs. Anna P. Emerson. ....	Yates Center, Kans. ....
.....	.....	Many persons .....	.....
College of Emporia .....	Emporia, Kans. ....	Citizens .....	Emporia, Kans. ....
.....	.....	Synod of Kansas. ....	.....
Highland University .....	Highland, Kans. ....	J. P. Johnson and others. ....	Highland, Kans. ....
Ottawa University .....	Ottawa, Kans. ....	Baptist churches .....	.....
Washburn College .....	Topeka, Kans. ....	.....	.....
Berea College .....	Berea, Ky. ....	Numerous friends .....	.....
Centre College .....	Danville, Ky. ....	Mrs. Laura D. Roy. ....	Lebanon, Ky. ....
.....	.....	A. G. Grundy .....	Lebanon, Ky. ....
.....	.....	W. H. Mitchell .....	Perryville, Ky. ....
.....	.....	Mrs. E. G. Turpin .....	Perryville, Ky. ....
.....	.....	Dr. H. M. Skillman .....	.....
.....	.....	Mrs. M. M. Basset .....	Frankfort, Ky. ....
.....	.....	Others .....	.....
Georgetown College .....	Georgetown, Ky. ....	.....	.....
Central University .....	Richmond, Ky. ....	.....	.....
Leland University .....	New Orleans, La. ....	Deacon Holbrook Cham-berlain (deceased). ....	New York, N. Y. ....
New Orleans University .....	New Orleans, La. ....	Various friends .....	.....
Straight University .....	New Orleans, La. ....	.....	.....
Tulane University .....	New Orleans, La. ....	Paul Tulane .....	Princeton, N. J. ....
Bowdoin College .....	Brunswick, Me. ....	William G. Means .....	Boston, Mass. ....
Bates College .....	Lewiston, Me. ....	.....	.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$22,000							Purpose of gift not specified; given on condition that tuition be furnished to a member of the Harman family or some one designated by them.
500							Donor and purpose of gift not specified.
1,500	(\$1,500)						For general endowment and erection of a dormitory.
1,000			\$1,000				For the endowment of a professorship to be filled by a woman.
2,039							Purpose not specified.
3,000		\$3,000					For a new building.
1,000							Purpose not specified.
160						\$160	For the library and prizes.
300	\$300						For current expenses.
5,000	5,000						For general endowment; given on condition that \$14,000 be raised within three years by citizens of Mount Pleasant and the Iowa conference.
50,000	25,000	25,000					\$25,000 for endowment and \$25,000 for ladies' boarding hall.
1,800							Donor and purpose of gift not specified.
2,000	2,000						For general deficiency fund.
6,500							Purpose of gift not specified.
22,000						22,000	{ Gift divided between library, museum, and endowment fund.
25,700		22,000				2,500	{ \$2,500 to establish and endow an alcove in the library—one-third of the money to be invested in books and the remainder to be held as a perpetual endowment; \$22,000 for building; and purpose of \$1,200 not specified.
85,000	35,000 50,000						{ To establish a college; thirty-six acres of land also given by the city of Emporia.
21,500	21,500						For endowment.
1,000							Purpose of gift not specified.
5,000							Donor and purpose of gift not specified.
12,459	12,459						For current expenses and payment of debt.
4,500	500		4,000				{ \$500 to improve dormitory and \$4,000 to endow a professorship.
23,000							Donor and purpose of gift not specified.
3,000	3,000						For endowment.
97,000		17,000					{ For the completion of a girls' dormitory.
	50,000		30,000				{ \$50,000 for general endowment and \$30,000 for endowment of the "Holbrook Chamberlain Professorship."
1,000				\$1,000			Books for theological library.
60,000	50,000					10,000	For scholarship.
2,000				2,000			\$50,000 for manual training department and \$10,000 for museum fund.
3,000							To found a scholarship.
							Donor and purpose not specified.



TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Colby University .....	Waterville, Me. ... }	Estate of Gardner Colby..	Boston, Mass. ....
New Windsor College .....	New Windsor, Md. ....	Cotton Brown .....	Sangerville, Me. ....
Amherst College .....	Amherst, Mass. ....	Henry Winkley and others	Philadelphia, Pa. ....
Boston College .....	Boston, Mass. ....	David Snow .....	Boston, Mass. ....
Boston University .....	Boston, Mass. ....	George Russell, M. D. ....	Boston, Mass. ....
		Hannah G. Russell .....	Boston, Mass. ....
		Edward Russell .....	.....
		Mrs. Mary W. Swett .....	.....
		Samuel W. Swett .....	.....
		David Pulsifer Kimball ..	.....
		Executors of Almira Jarvis.	.....
		Prof. John Tyndall .....	.....
		John Elliot Thayer .....	.....
		Henry Lee .....	.....
		Rev. E. H. Hall .....	.....
		Alexander Agassiz .....	.....
		E. W. Hooper .....	.....
		Various persons .....	.....
		J. I. Bowditch .....	.....
		T. Q. Browne .....	.....
		Charles P. Curtis .....	.....
		George Higginson .....	.....
		E. W. Hooper .....	.....
		F. H. Peabody .....	.....
		Prof. E. C. Pickering .....	.....
		Treasurer of class subscription fund.	.....
		Will of Daniel Treadwell.	.....
		Massachusetts Agricultural Society.	.....
		George W. Wales .....	.....
		Henry Lee .....	.....
Harvard College .....	Cambridge, Mass. ... }	Robert N. Toppan .....	.....
		Anonymous .....	.....
		Henry Lee .....	.....
		H. H. Hunnewell .....	.....
		F. L. Ames .....	.....
		B. P. Cheney .....	.....
		Various persons .....	.....
		W. D. Pickman .....	.....
		Dante Society .....	.....
		Class in History 13 .....	.....
		Edward Austin .....	.....
		Various persons .....	.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$50,225	\$50,000						{ For general purposes.
200	200						To aid candidates for the ministry.
60,000			\$60,000				To endow professorships of history and political economy. Amount of Henry Winkley's gift, \$50,000.
1,900				\$1,900			For prizes, &c.
19,300	2,000		16,800				To establish David Snow Professorship of Elocution and Oratory.
							For the school of theology.
					\$500		For needy students of theology.
				200			To increase scholarship founded by him.
	15,765						{ For the medical department.
	20,000			10,000			
						\$500	Ten bonds of \$1,000 each for the establishment of two or more scholarships to be known as the scholarships of the class of 1856.
							Interest to be appropriated to use of library, also a German atlas.
	15,000			10,600			To found a scientific scholarship.
	300						To establish a publication fund in the department of political economy.
	20						{ For the further endowment of the divinity school.
	25,000						{ For the endowment of the Jefferson
	200						{ Physical Laboratory.
	330						Towards a fund for the endowment of the dental school.
	1,000						{ Towards a fund for the endowment of the observatory.
	100						
	500						
	2,000						
	93						
	100						
	400						
							An additional payment of \$20,000. Purpose not specified.
						5,609	Partial payment of residuary legacy for use of college library.
			2,000				For salary of Mr. Sereno Watson for two years.
						200	For books.
	50						To aid in publishing University Bulletin.
145,951				150			As a prize in political science.
			500				To increase the salary of the professor of entomology.
			1,500				For salary of an instructor of political economy.
	\$1,100						{ For a new greenhouse at the Botanic Garden.
	1,100						
	1,600						
	825						For the immediate use of the Botanic Garden.
	500						Toward fund for new building for the medical school.
						50	For the purchase of books on Dante.
						14	For the purchase of books.
		5,500					For Austin Hall.
1,080							Toward the salary of an assistant in the observatory.

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Harvard College—Continued.	Cambridge, Mass..	Through William Gray, treasurer. Seth Turner (deceased).....	.....
		Harold Whiting .....	.....
		Anonymous .....	.....
		Mrs. C. M. Barnard .....	.....
		Mrs. Emily E. Abbot .....	.....
		Several persons.....	.....
Tufts College .....	College Hill, Mass. {	Mary T. Goddard .....	Newton, Mass .....
		P. T. Barnum .....	Bridgeport, Conn .....
		Mary B. Blake .....	Kingston, N. H. ....
		B. F. Spinney .....	Lynn, Mass. ....
		W. C. Kingsbury .....	Boston, Mass. ....
		Harriet H. Fay .....	Jamaica Plain, Mass
		Alumni, &c .....	.....
Williams College .....	Williamstown, Mass	.....	.....
Albion College .....	Albion, Mich. .... {	Ezra Bostwick.....	Union City, Mich...
		Citizens .....	.....
University of Michigan .....	Ann Arbor, Mich .....	.....	.....
Hillsdale College .....	Hillsdale, Mich. .... {	S. F. Smith.....	Nebraska.....
Hope College .....	Holland City, Mich. .... {	Others .....	.....
		Many persons .....	.....
Kalamazoo College .....	Kalamazoo, Mich. .... {	Henry C. Lewis .....	.....
		Elon G. Huntington .....	.....
		Numerous individuals and churches .....	.....
Olivet College .....	Olivet, Mich .....	Numerous persons.....	.....
Carleton College .....	Northfield, Minn. .... {	Estate of Eben Gridley ..	Hartford, Conn .....
		Estate of L. J. Knowles ..	Worcester, Mass. ....
		William G. Means .....	Boston, Mass. ....
		Mrs. S. N. Stockwell .....	Boston, Mass .....
		Others .....	.....
Mississippi College .....	Clinton, Miss .....	Various sources .....	.....
Southwest Baptist College...	Bolivar, Mo .....	Many persons .....	.....
Grand River College.....	Edinburg, Mo..... {	Rev. William McCammon ..	.....
		E. P. Brandom and others ..	.....
Central College .....	Fayette, Mo .....	Sundry sources .....	.....
Westminster College .....	Fulton, Mo .....	C. T. Campbell.....	Jackson County, Mo
		Mrs. Mary M. Culver .....	Grayson, Mo.....



replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$145,951	\$200 200	\$565	\$300				For a lecturer on political economy.
							Legacy, to be used for pointing the masonry of Memorial Hall.
				\$600			"For Physics 2."
							For special work in pathology.
36,036	20,000 3,292 2,000 500 2,140 004	7,500					Her annual gift for the Warren H. Cudworth scholarships.
							The library of her late husband, Prof. Ezra Abbot.
							Several portraits, bust of Longfellow, set of microscope specimens, books for the library and chapel, and mounted skeleton for the school of medicine.
							For chapel.
150,025	150,025						For department of natural history.
110,000	100,000 10,000						For general fund.
2,000		2,000					\$20,500 toward endowing college pastorate, \$128,180 for general fund, and \$1,345 for miscellaneous purposes.
12,000	4,130	3,125	10,000				Land and other property. For endowment.
30,350		23,035					\$2,000 worth of machines to mechanical engineering department.
5,300	2,000 2,000 1,300						All the models and casts of the sculptures of Randolph Rogers, of Rome, about 100 in number.
							5,000 volumes for law library.
10,840	(\$10,840)						The Chinese exhibit sent to New Orleans.
67,249	10,000 3,000 1,200 27,169 3,900	25,880					\$10,000 for Smith professorship of Christian metaphysics. \$9,000 of this in land.
							Purpose of \$2,000 not specified.
3,900							\$1,270 for endowment, \$2,860 for current expenses, \$3,125 for president's house, \$23,035 for a theological professorship, and purpose of \$60 not specified.
3,000							To increase the permanent fund for general purposes.
12,000	1,000	11,000					For building, endowment, and general fund.
5,000	5,000						To build a hall.
4,350							Principally for general endowment.
							For current expenses.
							Purpose not specified.
							\$1,000 for endowment and \$11,000 for improvements.
							For endowment, improvements, &c.
							To aid candidates for the ministry.
							Interest only to be used.

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
William Jewell College .....	Liberty, Mo. ....	Many friends .....	.....
Morrisville College .....	Morrisville, Mo. ....	Various sources .....	.....
Washington University .....	Saint Louis, Mo. ....	Henry Shaw .....	Saint Louis, Mo. ....
Sedalia University .....	Sedalia, Mo. ....	Presbyterian Board of Aid for Colleges. ....	.....
Drury College .....	Springfield, Mo. ....	Various persons .....	.....
Stewartsville College .....	Stewartsville, Mo. ....	Anonymous .....	.....
Central Wesleyan College ...	Warrenton, Mo. ....	Niedringhaus Brothers ..	Saint Louis, Mo. ....
		William Holmann .....	Warren County, Mo. ....
Doane College .....	Crete, Nebr. ....	Others .....	.....
		Daniel Whitcomb .....	.....
Dartmouth College .....	Hanover, N. H. ....	Winthrop Congrega- tional Church. ....	Charlestown, Mass. ....
		Robert McEwen .....	New London, Conn. ....
Rutgers College .....	New Brunswick, N. J. ....	Hon. Edward A. Rollins ..	Philadelphia, Pa. ....
		Will of George Francis Wilson, esq. ....	Providence, R. I. ....
St. Stephen's College .....	Annandale, N. Y. ....	Estate of Robert H. Pruyn. ....	.....
		Many others .....	.....
St. Lawrence University .....	Canton, N. Y. ....	Various persons .....	.....
Madison University .....	Hamilton, N. Y. ....	Alumni and friends of the university. ....	.....
		Col. Morgan L. Smith (deceased). ....	Newark, N. J. ....
Ingham University .....	Le Roy, N. Y. ....	William Sampson .....	.....
		Charles F. Prentice .....	.....
Columbia College .....	New York, N. Y. ....	Nicholas B. Keeney .....	.....
		Butler Ward .....	.....
Vassar College .....	Poughkeepsie, N. Y. ....	William H. Vanderbilt ..	New York, N. Y. ....
		Professor Tyndall .....	.....
University of Rochester .....	Rochester, N. Y. ....	A. A. Low .....	New York, N. Y. ....
		J. F. Loubat .....	.....
Syracuse University .....	Syracuse, N. Y. ....	Class of 1882 .....	.....
		Class of 1886 .....	.....
Biddle University .....	Charlotte, N. C. ....	Horace Howard Furness ..	Philadelphia, Pa. ....
Syracuse University .....	Syracuse, N. Y. ....	Mortimer Reynolds .....	Rochester, N. Y. ....
		Rev. William Griffin .....	Troy, N. Y. ....
Biddle University .....	Charlotte, N. C. ....	Troy M. E. Conference ..	.....
		Genesee M. E. Conference ..	.....
Biddle University .....	Charlotte, N. C. ....	New York M. E. Confer- ence. ....	.....
		Northern New York Con- ference. ....	.....
Biddle University .....	Charlotte, N. C. ....	Various persons .....	.....
		Dr. Backus (deceased) ....	Baltimore, Md. ....
Biddle University .....	Charlotte, N. C. ....	A friend .....	Saint Louis, Mo. ....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$55,000	\$55,000	.....	.....	.....	.....	.....	For endowment, "raised during past two or three years." Given on condition that no part of this sum be used for current expenses of college.
500	.....	.....	.....	.....	.....	.....	Purpose not specified.
272	.....	.....	.....	.....	.....	.....	Real estate yielding \$5,400 annually. To found Shaw School of Botany.
7,400	7,400	.....	.....	.....	.....	.....	Purpose not specified.
50	50	.....	.....	.....	.....	.....	For general purposes.
3,034	.....	.....	\$1,200	\$1,600	.....	.....	Toward endowment.
.....	.....	.....	.....	.....	\$234	.....	To pay one professor.
.....	.....	.....	.....	.....	.....	.....	For two scholarships.
.....	.....	.....	.....	.....	.....	.....	To aid young men preparing for the ministry.
1,500	1,500	.....	.....	.....	.....	.....	The Whitcomb benefaction is to aid students at graduation; the remainder is for endowment.
80,000	.....	\$30,000	.....	.....	.....	\$50,000	To build a chapel.
.....	.....	.....	.....	.....	.....	.....	For a library building.
77,000	.....	.....	.....	.....	.....	10,000	For library fund.
.....	65,000	.....	.....	2,000	.....	.....	\$60,000 for general endowment, \$5,000 for general support of college, and \$2,000 for a prize fund.
12,000	(12,000)	.....	.....	.....	.....	.....	For building and annual expenses of the college.
1,967	1,967	.....	.....	.....	.....	.....	To defray a deficiency in the income for current expenses.
50,000	.....	.....	.....	50,000	.....	.....	For scholarships.
5,000	5,000	.....	.....	.....	.....	.....	To defray expenses of school.
.....	.....	500,000	.....	.....	.....	.....	\$200,000 in land for the location of a new medical college building, and \$300,000 for the building.
542,400	.....	.....	.....	10,800	.....	.....	For the foundation of a fellowship to be entitled the John Tyndall Fellowship for the Encouragement of Research in Physics.
.....	.....	.....	.....	.....	.....	5,000	For the increase of the library.
.....	.....	.....	.....	.....	.....	25,000	Books to the value of \$25,000.
.....	.....	.....	.....	.....	.....	1,000	Books to the value of \$1,000.
1,000	.....	.....	.....	.....	.....	600	Books to the value of \$600.
.....	.....	.....	.....	1,000	.....	.....	For the establishment of the Helen Kate Furness Prize Fund, in memory of the deceased wife of the donor.
25,000	.....	25,000	.....	.....	.....	.....	Value of a chemical laboratory in process of erection, the gift of Mortimer Reynolds.
.....	10,000	.....	.....	.....	.....	.....	.....
.....	5,000	.....	.....	.....	.....	.....	.....
.....	5,000	.....	.....	.....	.....	.....	.....
122,000	1,000	.....	.....	.....	.....	.....	For general endowment.
.....	1,000	.....	.....	.....	.....	.....	.....
.....	100,000	.....	.....	.....	.....	.....	.....
2,000	.....	.....	.....	.....	1,000	.....	To educate colored men for the ministry.
.....	.....	.....	.....	.....	1,000	.....	.....



TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Shaw University.....	Raleigh, N. C.....	Through American Baptist Home Mission Society.	New York, N. Y....
Rutherford College.....	Rutherford College, N. C. {	Colonel Duke.....	Durham, N. C.....
Zion Wesley College.....	Salisbury, N. C. {	Dr. G. B. Wetmore.....	Salisbury, N. C.....
Wake Forest College.....	Wake Forest College, N. C. {	General Conference of the A. M. E. Zion Church.	{
		Various persons.....	
Buchtel College.....	Akron, Ohio.....	Henry Ainsworth.....	Lodi, Ohio.....
		Anna Johnson.....	Bay City, Mich.....
		Mr. and Mrs. John Miller.	Edgerton, Ohio.....
German Wallace College.....	Berea, Ohio.....	Isaac Kelly.....	Mill Village, Pa.....
Western Reserve University (medical department).	Cleveland, Ohio.....	Many persons.....	
Ohio Wesleyan University..	Delaware, Ohio.....	Col. Oliver H. Payne.....	
		Many persons.....	
Denison University.....	Granville, Ohio.....	J. D. Rockefeller.....	New York, N. Y....
		W. Chisholm.....	Cleveland, Ohio.....
		W. M. Stewart.....	Cleveland, Ohio.....
Hiram College.....	Hiram, Ohio.....	Robert Kerr.....	
		Flora C. Randall.....	
Muskingum College.....	New Concord, Ohio..	Thomas N. Easton.....	
		Various persons.....	
Oberlin College.....	Oberlin, Ohio.....		
Otterbein University.....	Westerville, Ohio....	Various persons.....	
University of Wooster.....	Wooster, Ohio.....	A. A. E. Taylor.....	
McMinnville Baptist College.	McMinnville, Oreg {	Hon. Henry Failing.....	Portland, Oreg.....
		John Conner.....	Albany, Oreg.....
Willamette University.....	Salem, Oreg.....	Various persons.....	
Willamette University (medical department).	Portland, Oreg.....	Citizens.....	Portland, Oreg.....
Western University of Pennsylvania.	Allegheny, Pa.....	Various persons.....	Pittsburg and Allegheny, Pa.....
Muhlenberg College.....	Allentown, Pa.....	Robert H. Sayre.....	Bethlehem, Pa.....
Lebanon Valley College.....	Annville, Pa.....	Various persons.....	
		Mrs. Jane Sterrett.....	
Geneva College.....	Beaver Falls, Pa. {	Andrew Carnegie.....	New York, N. Y....
Dickinson College.....	Carlisle, Pa.....	Delaplaine McDaniel.....	Philadelphia, Pa....
Lafayette College.....	Easton, Pa.....	Trustees.....	
		Other friends.....	
		Jacob P. Jones.....	Philadelphia, Pa.....
Haverford College.....	Haverford College, Pa. {	Mary Johnson.....	Philadelphia, Pa....
		David Scull.....	Philadelphia, Pa....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,035	\$1,035						For general purposes; of this amount \$593 are specifically for the medical department.
120					\$100		To aid in educating indigent students.
6,000	6,000				20		Annual appropriation from the general funds of the A. M. E. Zion Church.
2,000	2,000						For endowment.
55,000	39,000						For the establishment of perpetual endowments.
	1,000						
	1,000						
	14,000						
10,000	10,000						Increase of endowment fund.
5,000		\$5,000					To liquidate the mortgage resting on the old building.
50,000			\$50,000				To endow chairs. Gifts were made in land, notes, and money.
425		100					For apparatus for the department of science.
		300					
		25					
50,000	30,000						For endowment.
	12,000						
	8,000						
5,000	5,000						For endowment; this amount is the last of the fund raised by the United Presbyterian Church as a quarter centennial contribution, the church being twenty-five years old.
40,177							Purpose not specified.
20,000							In small donations for the contingent fund.
5,000		5,000					For a music hall.
7,000			7,000				For endowment of president's chair; the condition of the gift is that its interest be added to the principal until the principal amounts to \$15,000.
25,000	5,000						\$5,000 for endowment of the university at Salem and \$20,000 given by citizens of Portland for medical college building.
		20,000					
2,650		2,650					For apparatus, chemical, physical, engineering, &c.
1,000				\$1,000			For a scholarship.
42,500	42,500						To pay indebtedness.
			10,000				Added to \$5,000 given in 1882 by Dr. S. A. Sterrett for a chair of political science.
11,000						\$1,000	Value of donation of a choice collection of books principally in the departments of science and history.
5,000				5,000			A bequest for the founding of three prizes for scholarship; \$100 each to be paid to the two members of the freshman class and \$100 to the member of the sophomore class who shall have the highest average of excellence in their respective classes.
24,120	8,120						For current expenses.
		16,000					For president's house.
	750,000			5,000			Residuary estate estimated at \$750,000 for general purposes, and \$5,000 for a scholarship.
840,000				5,000			For scholarship.
	80,000						For general purposes.

TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Monongahela College .....	Jefferson, Pa. ....	Various persons .....	
Franklin and Marshall College. }	Lancaster, Pa. ....	Charles Santee .....	Philadelphia, Pa.
University at Lewisburg ....	Lewisburg, Pa. ....	Citizens .....	Lancaster, Pa.
		William Bucknell .....	
		Other friends .....	
Lincoln University .....	Lincoln University, Pa. }	Estate of Hon. Wm. E. Dodge .....	
		Wm. W. Watson .....	
		Wm. W. Whitlock .....	
		Dr. Horace Jayne .....	
		Prof. Tyndall .....	
		Estate of Dr. G. B. Wood .....	
University of Pennsylvania ..	Philadelphia, Pa. ....	Estate of Jas. H. Peabody ..	
		Anna M. Powers .....	
		Many others .....	
Swarthmore College .....	Swarthmore, Pa. ....	Samuel Willits .....	New York, N. Y. ....
		Edward Longstreth .....	Philadelphia, Pa. ....
		Dillwyn Parrish .....	Philadelphia, Pa. ....
		Estate of Gardner Colby ..	
Brown University .....	Providence, R. I. ....	Estate of Wm. Latham .....	
		Estate of H. B. Anthony ..	
		Wm. Goddard .....	
		Mrs. Whiting Metcalf .....	
		Sundry persons .....	
College of Charleston .....	Charleston, S. C. ....	The Miles Bros .....	
Erskine College .....	Due West, S. C. ....	James Carson .....	Rockbridge Co., Va. ....
Newberry College .....	Newberry, S. C. ....		
East Tennessee Wesleyan University. }	Athens, Tenn. ....	Mrs. Mary Clark .....	Cleveland, Ohio. ....
King College .....	Bristol, Tenn. ....	Wm. Boardman .....	Hartford, Conn. ....
		Estate of Dr. Harvey .....	Poughkeepsie, N. Y. ....
Southwestern Presbyterian University. }	Clarksville, Tenn. ....	Various persons .....	Bristol, Tenn. ....
		Rev. Dr. McNeeley .....	Nashville, Tenn. ....
		H. M. Doak .....	Memphis, Tenn. ....
		U. S. Fish Commission .....	Washington, D. C. ....
Hiwassee College .....	Hiwassee College, Tenn. ....	Various persons .....	
Bethel College .....	McKenzie, Tenn. ....	Various persons .....	
Maryville College .....	Maryville, Tenn. ....	Estate of C. H. McCormick ..	
		Miss L. Battle .....	Girard, Pa. ....
		Rev. H. Deiner .....	Seguin, Tex. ....
		Ed. Soc. M. E. Church .....	
Central Tennessee College ..	Nashville, Tenn. ....	Bishop W. F. Mallalieu .....	



replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$5,300	\$5,300						For payment of debt.
11,400	10,000						For endowment fund.
		\$1,400					For observatory.
19,000		10,000					For building chapel.
		9,000					For improving grounds.
				\$10,000			
16,000				3,500			For scholarships.
				2,500			
	10,000						For department of biology.
				10,800			For the foundation of a fellowship to be known as the Hector Tyndale Fellowship in Physics.
	35,254						\$12,368 for auxiliary faculty medicine fund, \$977 for botanical garden, \$14,664 for Hahn Ward, \$4,362 for income ward, and \$2,833 for general fund.
86,334	5,000						For ward for chronic diseases.
	5,000						For applied organic chemistry fund.
	20,280						\$5,333 for hospital department, \$7,750 for department of biology, \$3,500 for new endowment fund No. 2, \$2,500 for Rev. Alex. G. Mercer bed in ward for chronic diseases, \$250 for J. Herman Raht memorial fund, \$447 for orthopaedic department, and \$500 for salary of professor of botany.
					\$40,000		To aid deserving students; income only to be used.
40,700		500					For tools and other shop appliances.
						\$200	For library.
							Purpose of gifts and bequests amounting to \$94,500 is not specified. From Mrs. Whiting Metcalf the university received thirteen acres of valuable land, part of which is to be used for the erecting thereon of an astronomical observatory and part for establishing and maintaining a botanical garden.
64,500							500 books for the library.
1,000	1,000						For general funds.
1,500	1,500						For current expenses.
6,000							Purpose not specified.
500		500					For building purposes.
							420 volumes to library.
							135 volumes to library.
							Invertebrate specimens of fish in alcohol.
600		600					For improving buildings.
							100 volumes and two religious papers for Young Ladies' Library.
500					500		For a fund for the assistance of students.
					50		For students' aid.
					25		For students' aid.
					450		For students' aid.
2,050	25						For theological endowment fund.
							Purpose not specified of donations to the medical department amounting to \$1,500.

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Fisk University .....	Nashville, Tenn. ....	Various persons .....	.....
Roger Williams University..	Nashville, Tenn. ....	.....	.....
Vanderbilt University .....	Nashville, Tenn. ....	Cornelius Vanderbilt... } William H. Vanderbilt.. } Hon. Jacob Thompson... } Rev. James G. Jaycocks... } Mr. and Mrs. Thomas A. } Adams. ....	New York, N. Y. ....
University of the South.....	Sewanee, Tenn. ....	Mrs. C. M. Meinigault.... } Estate of Cyrus H. McCormick. ....	Memphis, Tenn. ....
Greeneville and Tusculum } College. ....	Tusculum, Tenn. ....	.....	.....
Southwestern University....	Georgetown, Tex. ....	Various persons .....	Texas .....
Austin College .....	Sherman, Tex. ....	J. Chadwick .....	Chapel Hill, Tex. ....
Trinity University .....	Tehuacana, Tex. ....	James Aston .....	Farmersville, Tex. ....
Middlebury College.....	Middlebury, Vt. ....	John W. Stewart .....	.....
.....	.....	Lydia E. Conroe .....	Middlebury, Vt. ....
.....	.....	Hon. E. B. Sherman .....	Chicago, Ill. ....
.....	.....	Nahum Peck (deceased) ..	Hinesburg, Vt. ....
Randolph Macon College ...	Ashland, Va. ....	.....	.....
Emory and Henry College ...	Emory, Va. ....	Various persons .....	.....
Hampden Sidney College ...	Hampden Sidney College, Va. ....	.....	.....
Richmond College .....	Richmond, Va. ....	Elijah Randolph (dec'd) ..	Frederick Co., Va. ....
Roanoke College.....	Salem, Va. ....	Many persons .....	.....
.....	.....	.....	.....
.....	.....	Arthur W. Austin (dec'd).	Dedham, Mass. ....
.....	.....	Arthur W. Austin (dec'd).	Dedham, Mass. ....
University of Virginia.....	University of Vir- ginia, Va. ....	.....	.....
.....	.....	General contributions ....	.....
.....	.....	Timothy Coop .....	England .....
Bethany College .....	Bethany, W. Va. ..	Jacob and Euphemia Nicely. ....	Pennsylvania .....
Lawrence University.....	Appleton, Wis. ....	Various persons .....	.....
Beloit College.....	Beloit, Wis. ....	J. Knapp .....	Menomonee, Wis. ....
Galesville University.....	Galesville, Wis. ....	W. S. Gilbert .....	Coloos, N. Y. ....
.....	.....	Through Presbyterian Board of Aid for Col- leges and Academies. ....	.....
.....	.....	Jane Jones .....	Dodgeville, Wis. ....
Ripon College.....	Ripon, Wis. ....	David Whitcomb .....	Worcester, Mass. ....
.....	.....	A. C. Barstow .....	Providence, R. I. ....
.....	.....	Mrs. C. H. McCormick and son. ....	Chicago, Ill. ....
Pierre University.....	East Pierre, Dak. ..	N. W. Land Association ..	Pierre, Dak. ....
.....	.....	Citizens .....	Pierre, Dak. ....
.....	.....	Citizens and churches ...	New York and New Jersey.

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$3,450	\$3,450						For various purposes, including \$500 for endowment of president's chair.
2,000							Purpose not specified.
210,000	210,000						To support the operations of the university.
14,100	11,100					\$3,000	\$11,100 for endowment and \$3,000 worth of books.
11,000		\$10,000					For a new house.
7,000	7,000	1,000					For endowment.
10,000		10,000					Estimated value of a donation of 3,300 acres of land.
12,000			\$12,000				For the endowment of a theological professorship.
700	250						For general expenses.
	100						For general expenses.
	100					250	For library.
40,000	40,000						Interest to be used for expenses of the college.
25,000	25,000						Interest only to be used, and that for current expenses.
3,000							For endowment; mostly in notes of \$100 each, bearing 6 per cent. interest, and payable in five or ten years.
50,000						50,000	Purpose not specified.
11,000		6,000					For library and scholarship.
							Real estate worth \$6,000; available on the death of widow.
							Subscriptions and donations to the amount of \$5,000; purpose not specified.
							A gift by will of about \$470,000, subject to the life estate of his daughter.
490,000						5,000	Appraised value of a large and valuable library received some time during the school year 1834-'85, and given by Mr. Austin to the university in addition to the above-mentioned bequest.
		15,000					To erect a chapel.
1,500							Purpose of gift of about \$1,000 not specified.
							Purpose of gift of \$500 not specified.
10,000	10,000						For general endowment fund.
3,000	2,000						For increase of endowment.
872	1,000						Purpose not specified.
3,100				\$1,000			\$2,000 subject to a life annuity; purpose not given.
							To found a scholarship.
		7,500					\$100 given unconditionally.
19,500		8,000					To build McCormick Hall.
		2,500					
		1,500					



TABLE XXI—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C. Cont'd.			
College of Montana.....	Deer Lodge, Mont. {	Alanson Trask .....	Brooklyn, N. Y. ....
		P. E. Evans .....	Deer Lodge, Mont. ..
		S. E. Larabie .....	Deer Lodge, Mont. ..
		E. L. Bonner .....	Deer Lodge, Mont. ..
		Klienschmidt & Co. ....	Deer Lodge, Mont. ..
Whitman College (for two years ending June, 1885).	Walla Walla, Wash. {	Gov. S. T. Hauser .....	Helena, Mont. ....
		Many persons .....	New England and its vicinity and in the locality of the college.
SCHOOLS OF SCIENCE ( <i>mining, engineering, agriculture, &amp;c.</i> ).			
Storrs Agricultural School...	Mansfield, Conn. {	C. N. Beach .....	Hartford, Conn. ....
		Mrs. Chas. Storrs .....	Brooklyn, N. Y. ....
Maine State College of Agriculture and the Mechanic Arts.	Orono, Me. ....	Ex-Gov. Abner Coburn (deceased).	Skowhegan, Me. ....
Worcester County Free Institute of Industrial Science.	Worcester, Mass. {	Hon. P. L. Moen .....	Worcester, Mass. ....
		Estate of Hon. L. J. Knowles .....	.....
		Estate of Hon. Stephen Salisbury .....	.....
Mississippi Industrial Institute and College.	Columbus, Miss. ....	Jared Whitman .....	.....
Case School of Applied Science.	Cleveland, Ohio. ....	Mrs. Laura K. Axtell .....	.....
Cleveland Manual Training School.	Cleveland, Ohio. ....	Citizens .....	Cleveland, Ohio. ....
Franklin Institute.....	Philadelphia, Pa. ....	Various persons .....	.....
Spring Garden Institute.....	Philadelphia, Pa. {	Burnham, Parry, Williams & Co. ....	.....
		Charles D. Reed .....	.....
		Many others .....	.....
Wagner Free Institute of Science.	Philadelphia, Pa. ....	Prof. William Wagner, deceased.	Philadelphia, Pa. ....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$10,390	\$2,500	\$5,000	.....	.....	.....	.....	For dormitory building \$5,000, and \$2,500 for president's salary.
	.....	50	.....	.....	.....	.....	For erection of dormitory building.
	.....	1,040	.....	.....	.....	.....	
	.....	1,000	.....	.....	.....	.....	
	.....	500	.....	.....	.....	.....	
28,000	(28,000)	300	.....	.....	.....	.....	For founding a Christian college; given in money, land, books, and furniture for college bell and ladies' hall, on condition that it be used strictly for the purpose specified.
275	150	.....	.....	.....	.....	.....	Value of gift of an animal for college farm.
	.....	.....	.....	.....	.....	.....	Value of books given to library.
100,000	100,000	.....	.....	.....	.....	\$125	A bequest for general purposes; interest only to be used.
42,750	17,000	.....	.....	.....	.....	.....	For general instruction fund.
	15,000	.....	.....	.....	.....	.....	
	10,500	.....	.....	.....	.....	.....	For modern language instruction fund.
107,000	.....	250	.....	.....	.....	.....	For apparatus.
	.....	.....	.....	.....	.....	.....	The city of Columbus pledges \$50,000, to be given in six years, toward the founding of this institution, which is for the education of white girls in the arts and sciences.
107,000	.....	.....	\$107,000	.....	.....	.....	In real estate for the endowment of the Kerr professorship of mathematics. Given by Mrs. Axtell in compliance with a wish of her brother, the late Levi Kerr, expressed by him before his death.
25,000	.....	25,000	.....	.....	.....	.....	To erect and equip a building for the founding of a manual training school.
1,500	.....	.....	.....	.....	.....	1,500	For the endowment of a memorial library of the Electrical Exhibition of 1884.
6,766	1,600	400	.....	.....	.....	.....	\$600 to make up deficiency of previous year, \$1,000 for general expenses, and \$400 to property account.
	.....	500	.....	.....	.....	.....	To alter drawing-school rooms.
	3,462	268	.....	.....	\$400	116	For general expenses and for last year's deficiency, for property account, to pay pupils from Soldiers' Orphans' Home, and for library.
200,000	200,000	.....	.....	.....	.....	.....	These funds for the permanent endowment of this Institute accrued to the corporation in the year 1885 by the will of the founder, who bequeathed his whole estate as an endowment, the income to be used to carry out the purposes of the Institute as expressed in its charter and in the deed of trust conveying to it the Institute building and its contents. This deed of trust was executed during the life of the founder. By the will of Prof. Wagner his private library of about 10,000 volumes also became the property of the Institute.

TABLE XXI—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF SCIENCE—Cont'd.			
Hampton Normal and Agricultural Institute.	Hampton, Va.....	Various friends.....	.....
SCHOOLS OF THEOLOGY.			
Hartford Theological Seminary.	Hartford, Conn.....	Several friends.....	.....
Atlanta Baptist Seminary ...	Atlanta, Ga.....	Many persons.....	.....
Gammon Theological School.	Atlanta, Ga.....	Rev. E. H. Gammon.....	Batavia, Ill.....
Paine Institute.....	Augusta, Ga.....	Members of Methodist Episcopal Church.	.....
Chicago Theological Seminary.	Chicago, Ill.....	Many persons.....	.....
Presbyterian Theological Seminary of the North-west.	Chicago, Ill.....	Estate of Cyrus H. McCormick. Tuthill King, esq.....	.....
Western Theological Seminary.	Chicago, Ill.....	Churches and individuals.	.....
		Tolman Wheeler, M. D.....	Chicago, Ill.....
College of the Bible.....	Lexington, Ky.....	.....	.....
Southern Baptist Theological Seminary.	Louisville, Ky.....	Hon. D. A. Chenault..... N. V. Lightfoot..... George W. Norton..... William F. Norton..... Others.....	Louisville, Ky..... Louisville, Ky.....
Bangor Theological Seminary	Bangor, Me.....	Lucy S. Adams.....	Castine, Me.....
Centenary Biblical Institute.	Baltimore, Md.....	Others.....	.....
		Numerous friends.....	.....
Andover Theological Seminary.	Andover, Mass.....	Prof. John P. Taylor.....	Andover, Mass.....
German Congregational Theological Seminary.	Crete, Nebr.....	Numerous friends.....	.....
German Theological School of Newark, N. J.	Bloomfield, N. J.....	.....	.....
Theological Seminary of the Presbyterian Church.	Princeton, N. J.....	Samuel Baird (deceased).. Various contributors.....	Carlisle, Pa.....
Auburn Theological Seminary.	Auburn, N. Y.....	.....	.....



Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$79,080	\$29,119 3,505 911 128			\$25,540	\$5,426		For general purposes. \$14,421 for special purposes. For annual scholarships. Beneficiary funds for colored students and donations to Indian fund. Endowment fund. For pastor's salary. For Butler School.
2,000				2,000			\$1,000 for the Bennett Tyler Prize, the proceeds to be awarded annually to the member of the middle class who writes the best essay on some fundamental church doctrine; and \$1,000 for the William Thompson Prize, established for the encouragement of Hebrew scholarship in the junior class.
678					678		To aid needy students.
20,000	20,000						For endowment.
2,500	2,500						To pay rent and teachers' salaries.
9,391	9,391						For general expenses, aid of students, and books for library.
127,000	100,000		\$20,000				\$54,838 for general endowment fund, and \$45,162 to meet general expenses. Toward the endowment of the "Tut-till King chair of biblical and ecclesiastical history."
225,000		\$7,000					For furnishing the new "McCormick Hall."
	100,000	125,000					\$100,000 for permanent endowment; land valued at \$25,000 and two buildings valued at \$100,000 for the foundation of a seminary for teaching the theology of the Protestant Episcopal Church.
9,000	9,000						Apparent increase of the endowment fund during the year 1884-'85; mostly from members of the Christian Church in Kentucky.
25,000	200 500 500 8,800				15,000		To aid students.
700	600 100						For permanent endowment.
13,000	13,000						For general purposes.
1,000				1,000			\$6,500 towards endowment fund, and \$6,500 for current expenses.
3,457							For increase of the Taylor professorship of biblical theology and history. Purpose of gift not specified.
1,066	1,066						Towards endowment.
3,443	440			3,000			Bequest used for founding the "Lydia M. Baird" scholarship.
10,677							To make up deficiency in expense account. Donor and purpose of gift not specified.

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont.			
Hamilton Theological Seminary.	Hamilton, N. Y. ....	.....	.....
General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y. ....	.....	.....
Rochester Theological Seminary.	Rochester, N. Y. ....	John M. Bruce (deceased).	New York, N. Y. ....
Christian Biblical Institute..	Stanfordville, N. Y. {	Estate of Mrs. Reynolds..	.....
		Estate of Rev. Isaiah Scott	.....
		H. I. Boice .....	Milan, N. Y. ....
		U. Philbrook .....	Lincoln, Cal .....
		Mrs. A. R. Jarvit .....	Kinderhook, N. Y. ..
		Mrs. G. H. Slade .....	Providence, R. I. ....
		Hon. David Clark .....	Hartford, Conn .....
		Various churches and individuals.	.....
Concordia College .....	Conover, N. C. ....	Various persons .....	.....
Union Biblical Seminary ....	Dayton, Ohio .....	.....	.....
Heidelberg Theological Seminary.	Tiffin, Ohio .....	.....	.....
Theological Seminary of the Reformed Presbyterian Church.	Allegheny City, Pa.	Various churches and individuals.	.....
Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa.	.....	.....
Moravian Theological Seminary.	Bethlehem, Pa. .... {	Samuel Riegel .....	Bethlehem, Pa. ....
Theological Seminary of the Presbyterian Church in the United States.	Columbia, S. C. .... {	Various friends .....	.....
		Various sources .....	.....
Union Theological Seminary.	Hampden Sidney College, Va.	Various sources .....	.....
Richmond Institute .....	Richmond, Va. .... {	Stephen Woodman's heirs.	Amesbury, Mass. ....
		Joseph B. Hoyt .....	Stamford, Conn. ....
		John D. Rockefeller .....	New York, N. Y. ....
Lutheran Theological Seminary of the Synod of Wisconsin.	Milwaukee, Wis. ....	Congregations of Synod ..	.....
Wayland Seminary .....	Washington, D. C. ...	Through American Baptist Home Mission Society.	New York, N. Y. ....
SCHOOLS OF LAW.			
Union College of Law of the Chicago and Northwestern Universities.	Chicago, Ill. .... {	Oliver H. Horton .....	Chicago, Ill. ....
		Faculty of Law College ..	.....
SCHOOLS OF MEDICINE AND PHARMACY.			
Woman's Medical College of Baltimore.	Baltimore, Md. ....	.....	.....
Homeopathic Medical College of Missouri.	St. Louis, Mo. ....	R. Gibson Miller .....	Glasgow, Scotland ..
Bellevue Hospital Medical College.	New York, N. Y. ....	Andrew Carnegie .....	.....
Columbus Medical College...	Columbus, Ohio .....	.....	.....
Hahnemann Medical College.	Philadelphia, Pa. ....	Numerous friends .....	.....
Pittsburg College of Pharmacy.	Pittsburg, Pa. ....	William Thaw .....	Pittsburg, Pa. ....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$11,390							Donor and purpose of gift not specified.
66,187		\$60,283					\$60,283 for building purposes; purpose of \$5,904 not specified.
25,000						\$25,000	For purchase of books.
6,669	\$3,935						{ \$3,935 for endowment fund; purpose of remainder, \$2,734, not specified.
4,000		\$4,000					For buildings.
18,450	18,450						\$12,900 for endowment and \$5,550 for contingent expenses. Part of this gift in land valued at \$6,000.
2,000							Donor and purpose of gift not specified.
5,000	5,000						For salaries of professors.
12,300	12,300						For scholarships and contingent expenses.
8,000	{ 5,000						{ For current expenses.
6,829	{ 3,000						{ Purpose not specified.
7,712			\$7,712				Subscriptions for the endowment of a professorship of biblical theology.
51,000	{ 1,000		25,000				For endowment.
			25,000				For the endowment of a chair of church history.
2,200							For the endowment of the chair of biblical theology.
							Purpose of gift not specified.
1,200	1,200						For general purposes.
150	{			\$50			For two prizes of \$25 each.
				100			For two prizes of \$50 each.
650	650						For general purposes.
500							Purpose not specified.
50,000		50,000					For the erection of a laboratory building and the purchase of apparatus.
3,000		3,000					For hospital building.
40,000		40,000					Subscriptions to building fund.
100							Purpose of gift not specified.



TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Mills Seminary .....	Mills Seminary, Cal.	Rev. Leavitt H. Hallock ..	Portland, Me. ....
Wesleyan Female College ..	Macon, Ga. ....	Oliver Hoyt .....	Stamford, Conn. ....
Silliman Female Collegiate Institute.	Clinton, La. ....	Presbytery of Louisiana ..	.....
Mansfield Female College ...	Mansfield, La. ....	Various persons .....	.....
Baltimore Female College....	Baltimore, Md. ....	.....	.....
Abbot Academy .....	Andover, Mass. ....	.....	.....
Smith College.....	Northampton, Mass.	Horace H. Farness, LL. D..	.....
Mt. Holyoke Female Seminary.	South Hadley, Mass	Various persons .....	.....
Wellesley College.....	Wellesley, Mass. ....	{ George Smith.....	Wellesley, Mass. ....
		{ Stone estate .....	
		{ Alumnae and friends.....	
Michigan Female Seminary ..	Kalamazoo, Mich ...	Willard Dodge.....	Kalamazoo, Mich ...
Albert Lea College .....	Albert Lea, Minn. ....	Various persons .....	.....
Howard Female College .....	Fayette, Mo. ....	Various persons .....	Fayette, Mo. ....
Bishop Whitaker's School for Girls.	Reno, Nev. ....	Various persons .....	Connecticut, Massachusetts, New York, Ohio, and Pennsylvania.
Pennington Seminary.....	Pennington, N. J. ...	Various persons .....	.....
St. Agnes' School .....	Albany, N. Y. ....	.....	.....
Granger Place School.....	Canandaigua, N. Y. ...	{ Miss Granger.....	{ .....
Highland Institute .....	Hillsborough, Ohio ..	{ Miss Pierson .....	{ .....
		{ Mr. George Beecher and others.	{ .....
Xenia College.....	Xenia, Ohio.....	.....	.....
Memphis Conference Female Institute.	Jackson, Tenn. ....	{ Citizens .....	Jackson, Tenn. ....
Waco Female College.....	Waco, Tex. ....	{ President of institute.....	
Vermont Methodist Seminary and Female College.	Montpelier, Vt. ....	{ Citizens .....	Waco, Tex. ....
		{ Monroe Blaisdell .....	Cambridge, Vt. ....
Wisconsin Female College...	Fox Lake, Wis. ....	{ Major William J. Dawcs.	Milwaukee, Wis. ....
		{ A. Avery .....	Beaver Dam, Wis. ....
PREPARATORY SCHOOLS.			
Red Bluff Academy.....	Red Bluff, Cal. ....	J. S. Cone .....	.....
St. Helena Academy.....	Saint Helena, Cal. ...	{ J. Lewelling .....	Saint Helena, Cal. ...
		{ Mrs. H. A. Weinberger ..	Saint Helena, Cal. ...
		{ Various persons .....	
		{ Mrs. R. L. Stuart.....	New York, N. Y. ....
Presbyterian College of the Southwest. }	Del Norte, Colo. ....	{ Through Presbyterian Board of Aid for Colleges.	.....
Connecticut Literary Institution.	Suffield, Conn. ....	.....	.....
Academy of Richmond County	Augusta, Ga. ....	Mrs. Emily H. Tubman ...	Augusta, Ga. ....
Knox Academy.....	Galesburg, Ill. ....	Henry Hitchcock, esq. ....	.....
Evangelisch-Lutherisches Collegium. }	Mendota, Ill. ....	{ Evang'l Lutheran Church }	Mendota, Ill. ....
		{ A society .....	Germany .....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,000				\$1,000			For scholarship.
4,000		\$4,000					For buildings.
5,000					\$5,000		To pay the tuition of Presbyterian ministers' daughters.
300					300		To aid indigent students; to be repaid to college by students in teaching.
200,000	\$200,000						Subscriptions towards foundation of college.
1,213		1,138					\$1,138 for building fund, and purpose of \$75 not specified.
1,000				1,000			To establish the Helen Kate Furness prize of \$60, to be awarded to that member of the junior class who may write the best essay on some Shakespearean theme.
8,000	8,000						For general fund.
29,000		17,000		10,000		\$2,000	{ \$17,000 for grounds and buildings, \$10,000 for the foundation of two scholarships, and \$2,000 for the libraries.
40,000	40,000						For general purposes.
11,000							Purpose of gift not specified.
500		500					For improvement in buildings and grounds.
1,000					1,000		To aid deserving poor girls.
8,000		8,000					For improvements and repairs.
200							Purpose and donor not specified.
100							Donation of books to the library.
200							Purpose not specified.
3,800	(\$3,800)						Donor and purpose not specified.
3,000		3,000					For buildings and general purposes.
500	500						For enlargement of buildings.
5,000	5,000						To pay indebtedness.
5,000	{	{					Property valued at \$5,000 to be used for endowment purposes.
300	300						Two telescopes and 170 volumes.
550	{	{					For general purposes; also a donation of natural history specimens.
	150						For general purposes; on condition that the school be maintained eight months.
	75						Towards the erection of a college building.
	325	5,000					Purpose not specified of \$465 given during the year.
5,465	{	{					Purpose and donor not specified.
500							For general purposes.
5,000	5,000						To endow the "Hitchcock professorship"; to become productive after the death of the widow.
70,000			\$70,000				For support of school.
5,204	4,899						
	305						

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Continued.			
St. Catharine's Hall.....	Davenport, Iowa....	{ J. Richardson .....	.....
		{ Mr. and Mrs. J. M. Parker .....	.....
		{ Dr. Allen .....	.....
Fryeburg Academy.....	Fryeburg, Me.....	Rev. C. D. Barrows, D. D....	San Francisco, Cal..
Houlton Academy .....	Houlton, Me.....	Abner Coburn .....	Skowhegan, Me.....
Williston Seminary.....	Easthampton, Mass..	Mrs. E. G. Williston.....	Easthampton, Mass..
		{ A. A. Carey .....	.....
		{ S. E. Peabody .....	.....
		{ William E. Weld .....	.....
Groton School .....	Groton, Mass .....	{ M. C. Peabody .....	.....
		{ Alexander Hemenway .....	.....
		{ F. L. Ames .....	.....
		{ J. Pierpont Morgan .....	.....
		{ Many others .....	.....
		{ Mrs. Julia H. Drury .....	West Bridgewater, Mass.
Howard Collegiate Institute.	{ West Bridgewater, Mass.	{ Hon. Oliver Ames.....	N. Easton, Mass .....
		{ Mrs. Oliver Ames, sr .....	N. Easton, Mass .....
Worcester Academy.....	Worcester, Mass....	{ Hon. Chester W. Kingsley .....	Cambridge, Mass .....
Colby Academy.....	New London, N. H..	{ Hon. J. H. Walker .....	Worcester, Mass....
Blair Presbyterial Academy.	Blairtown, N. J .....	{ Hon. John I. Blair .....	Blairtown, N. J .....
		{ Charles Scribner .....	New York, N. Y .....
		{ Hon. B. F. Howey.....	New York, N. Y .....
		{ Hon. Thomas B. Peddie ..	Newark, N. J .....
		{ S. Van Wicklo .....	New Brunswick, N. J.
Peddie Institute .....	Hightstown, N. J .....	{ Jonathan Longstreet .....	Holmdel, N. J .....
		{ Rev. F. R. Morse, D. D .....	Brooklyn, N. Y .....
		{ Various persons .....	.....
Cook Academy .....	Havana, N. Y .....	.....	.....
Wyoming Seminary .....	Kingston, Pa.....	Various persons .....	.....
McTyeire Classical Institute.	Mackenzie, Tenn .....	Various persons .....	Mackenzie, Tenn .....
Barr and Burton Seminary ..	Manchester, Vt .....	{ Misses Margaret and Mary Burr, deceased.	{ New York, N. Y .....
		{ Various churches and individuals in Wisconsin.	{ .....
Wayland University.....	Beaver Dam, Wis....	{ Through American College and Education Society.	{ Boston, Mass .....
Yankton College.....	Yankton, Dak .....	.....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Dadeville Seminary.....	Dadeville, Ala .....	{ Rev. R. S. Rust.....	{ Cincinnati, Ohio .....
		{ Mrs. R. S. Rust.....	{ .....
Talladega College .....	Talladega, Ala .....	{ American Missionary Association.	New York, N. Y .....
		{ Other sources .....	.....
Fort Smith District High School.	Booneville, Ark....	Patrons and friends .....	.....
		{ American Home Mission Society.	New York, N. Y .....
Rogers Academy .....	Rogers, Ark .....	{ Mrs. H. M. Field .....	Monson, Mass .....
		{ Mrs. Rebecca Webb .....	St. Louis, Mo .....
		{ Other sources .....	.....
San Joaquin Valley College..	Woodbridge, Cal....	.....	.....
Pueblo Collegiate Institution.	Pueblo, Colo .....	{ C. C. and I. Co.....	Chicago, Ill .....
		{ New West Education Commission.	.....
Tillotson Academy .....	Trinidad, Colo .....	{ G. J. Tillotson .....	Wethersfield, Conn ..
		{ J. C. Gunter .....	Trinidad, Colo .....
		{ W. A. Burnett .....	Trinidad, Colo .....



replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
}	\$400	.....	\$100	.....	.....	.....	} For furniture.
		.....	200	.....	.....	.....	
		.....	100	.....	.....	.....	
90				\$90			For prizes.
5,000	\$5,000						For general purposes; the interest only to be used.
50,000		50,000					The Williston homestead and grounds to be used for the school.
}	50,000	5,000					} For the establishment and endowment of the school.
		5,000					
		5,000					
		3,000					
		4,000					
		3,000					
}	3,500	4,000					} For the building fund.
		21,000					
		2,500					
			500				
			500				
2,500		2,500					For building and library.
2,000							Purpose and donor not specified.
}	2,650		1,000				5 acres of ground.
			250				250 books for library.
							50 books for library.
							For general improvement.
							For general improvement.
						\$80	For library.
21,557			\$25				Telescope valued at \$325.
25,000	25,000		1,015				For general improvements.
2,500	2,500						Purpose and donor not specified.
23,000	23,000						For endowment.
							To pay indebtedness.
							General purposes.
1,200	1,075				\$35	90	\$1.075 for liquidation of debt, \$35 for beneficiary, the remainder, \$90, for library and improvements.
500							Purpose not specified.
100	100						\$50 cash and \$50 in clothing and books donated to aid teachers.
7,550	7,500						For teachers' salaries and to aid students.
800		800					For apparatus and repair of buildings.
2,215	(2,215)						\$200 for land, remainder for salary and apparatus.
3,000	3,000						For teacher's salary and incidental expenses.
16,000							Purpose not specified.
}	2,750	2,250					For general purposes of the academy.
							Purpose of gifts, amounting to \$500, not specified.
							Mineral cabinet, value not given.

TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
The Robbins School.....	Norfolk, Conn .....		
Wilmington Conference } Academy.	Dover, Del.....	{ C. M. Wharton..... { Other persons.....	Dover, Del.....
De Land Academy.....	De Land, Fla .....		
Cookman Institute .....	Jacksonville, Fla .....		
Florida Institute .....	Live Oak, Fla.....	Through American Baptist Home Mission Society.	New York, N. Y .....
Atlanta Seminary .....	Atlanta, Ga.....	Through American Baptist Home Mission Society.	New York, N. Y .....
Spelman Seminary.....	Atlanta, Ga.....	Through American Baptist Home Mission Society.	New York, N. Y .....
Mount Zion Seminary .....	Mount Zion, Ga.....	James Mitchell, D. D .....	Atlanta, Ga.....
White Sulphur Springs High School .....	White Sulphur Springs, Ga.....	Trustees and teacher and Mrs. B. F. Tigner.....	White Sulphur Springs, Ga.....
Aledo Academy .....	Aledo, Ill .....	United Presbyterian Educational Board.	
Union Academy of Southern Illinois. }	Anna, Ill.....	{ Estate of C. H. McCormick. { Presbyterian Board of Aid for Colleges. { Lnd'w Wolff..... { F. Madlener .....	
German-American Academy.	Chicago, Ill .....	{ Ed. Uehlein .....	
		{ William Heineman .....	
		{ Phil. Jaeger.....	
		{ H. Raster .....	
		{ E. Petersen .....	
Geneseo Collegiate Institute.	Geneseo, Ill.....	Through Presbyterian Board of Aid for Colleges and Academies.	
Coe College.....	Cedar Rapids, Iowa.....		
Denmark Academy.....	Denmark, Iowa .....	Various persons .....	
Saint Vincent's Presentation Convent. }	Dubuque, Iowa .....	{ J. Rowan .....	
Kossuth Academy.....	Kossuth, Iowa .....	{ P. Roddy .....	
Freedmen's Academy of Kansas.	Dunlap, Kans.....	Various persons .....	
Bethany Academy.....	Lindsborg, Kans.....	Various persons .....	Near Lindsborg .....
Jackson Academy .....	Jackson, Ky .....	A. G. P. Dodge.....	New York, N. Y .....
State University.....	Louisville, Ky .....		
Princeton Collegiate Institute	Princeton, Ky .....	{ General Associated Board of Aid for Colleges. { Various persons .....	Chicago, Ill .....
Baldwin Seminary.....	Baldwin, La .....	Mrs. M. G. Fitch and others	Baldwin, La .....
Gilbert Seminary.....	Winsted, La .....	{ W. L. Gilbert .....	West Winsted, Conn
East Maine Conference Seminary.	Bucksport, Me.....	{ Methodist Freedmen's Aid Society.	
Eaton Family and Day School	Norridgewock, Me.....		
Berwick Academy.....	South Berwick, Me .....	Francis B. Hayes .....	Lexington, Mass.....
McDonogh Institute.....	McDonogh, Md.....	{ Dr. Z. Barnum (deceased) { Various persons .....	Baltimore, Md.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
\$200		\$200					For apparatus.
10,000	\$10,000						To reduce the debt of \$20,000 to \$10,000
12,000							Mr. Wharton contributed \$2,000. un- der the condition that \$8,000 more be raised.
1,000		1,000					Purpose and donor not specified.
1,442	462	960				\$20	To aid in paying for buildings.
938	938						Contributions for general purposes for building, printing-press, and library.
4,416	4,318	98					For general purposes.
400		400					For general purposes, repairs, furnish- ing, and improvements.
250		250					To equip and furnish seminary.
150	150						For improvements.
686	500						To supplement teachers' salaries.
4,000				\$100			For current expenses.
1,125							{ Purpose not specified of gifts amount- ing to \$186.
3,000							{ \$100 to establish an annual prize in physics or chemistry; purpose of \$3,900 not specified.
750	750						Purpose not specified.
100							Purpose not specified.
75	75						Purpose and donor not specified.
5,000	5,000						To pay teachers' salaries.
875							Purpose not specified.
7,500		3,750		3,750			Purpose not specified.
5,000							This amount, which is given on the condition that the people of the county raise \$3,500 additional, is to be used in equal parts for building purposes and for scholarships.
4,876	651						Purpose and donor not specified.
60	725	3,500					For current expenses.
10,000							\$725 for permanent fund and \$3,500 for new building; the latter given on condition that enough is raised to complete the building.
3,000	3,000						In books and money, of which the use is not specified.
200							For a new building.
10,000	10,000						For current expenses.
80,000	80,000						Purpose and donor not specified.
							For general fund.
							{ To develop technical instruction in the McDonogh School.



TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Nichols Academy.....	Dudley, Mass.....	Hezekiah Conant.....	Pawtucket, R. I.....
Prospect Hill School.....	Greenfield, Mass.....	Mrs. Chester Chapin.....	Springfield, Mass.....
South Lancaster Academy.....	South Lancaster, Mass.	Various persons.....	.....
Wesleyan Academy.....	Wilbraham, Mass.....	.....	.....
Raisin Valley Seminary.....	Adrian, Mich.....	.....	.....
Minnesota Academy.....	Owatonna, Minn.....	{ First Baptist Church.....	Minneapolis, Minn..
		{ Hon. G. W. Pillsbury.....	Minneapolis, Minn..
		{ D. D. Merrill.....	St. Paul, Minn.....
		{ E. M. Van Dague.....	St. Paul, Minn.....
Red Wing Seminary.....	Red Wing, Minn.....	Evangelical Lutheran congregations.	.....
Gustavus Adolphus College.....	St. Peter, Minn.....	.....	.....
Harperville College.....	Harperville, Miss.....	Hon. G. B. Huddleston.....	Forest, Miss.....
Jackson College.....	Jackson, Miss.....	Through American Baptist Home Mission Society.	New York, N. Y.....
Meridian Academy.....	Meridian, Miss.....	R. S. Rust.....	Cincinnati, Ohio.....
Butler Academy.....	Butler, Mo.....	Citizens.....	Butler, Mo.....
Hooper Institute.....	Clarksburg, Mo.....	Citizens.....	Clarksburg, Mo.....
Ozark College.....	Greenfield, Mo.....	{ Citizens.....	Greenfield, Mo.....
		{ Various persons.....	.....
Kidder Institute.....	Kidder, Mo.....	.....	.....
Wentworth Male Academy.....	Lexington, Mo.....	{ S. G. Wentworth.....	.....
		{ Various subscribers.....	.....
Marionville Collegiate Institute.	Marionville, Mo.....	Various sources.....	.....
Mayfield Smith Academy.....	Marble Hill, Mo.....	Various persons.....	.....
		{ Estate of C. H. McCormick.	.....
		{ Miss M. Virginia McCormick.	.....
Park College.....	Parkville, Mo.....	{ Through Presbyterian Board of Aid for Colleges and Academies.	.....
		Several persons.....	Rich Hill, Mo.....
Rich Hill Female Seminary.....	Rich Hill, Mo.....	Through Presbyterian Board of Aid for Colleges and Academies.	.....
Bellevue College.....	Bellevue, Nebr.....	{ Cyrus H. McCormick, jr.	Chicago, Ill.....
		{ Board of Aid for Colleges of Presbyterian Church.	.....
Hastings College.....	Hastings, Nebr.....	N. E. Churches.....	.....
Gates College.....	Neligh, Nebr.....	.....	.....
Luther Academy.....	Wahoo, Nebr.....	Various persons.....	.....
Proctor Academy.....	Andover, N. H.....	Various persons.....	.....
Pembroke Academy.....	Pembroke, N. H.....	Hon. Asa Fowler.....	Concord, N. H.....
Gymnasium, or Academic Department of the German Theological School of Newark, N. J.	Bloomfield, N. J.....	Various individual and church contributions.	.....
South Jersey Institute.....	Bridgeton, N. J.....	.....	.....
German-American Elementary and High Grammar School.	Newark, N. J.....	Various persons.....	.....
Adams Collegiate Institute.....	Adams, N. Y.....	Mr. and Mrs. D. A. Dwight	Adams, N. Y.....
Clinton Grammar School.....	Clinton, N. Y.....	Isaac O. Best.....	Clinton, N. Y.....
Delaware Academy.....	Dellhi, N. Y.....	{ William C. Sheldon.....	New York, N. Y.....
		{ Edwin H. Sheldon.....	Chicago, Ill.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$17,000		\$17,000					To provide boarding hall for students.
3,000		3,000					To make an addition to main building.
6,000	\$6,000						For general purposes.
15,000	15,000						For general endowment and aid to indigent students.
5,000							Donor and purpose not specified.
782	782						To meet current expenses.
2,361							Purpose not specified.
2,500	2,500						For current expenses.
120						\$120	Encyclopædia Britannica.
1,170	644	526					From special contributions towards erection of buildings and for general purposes.
50		50					For improvement of property.
3,600		3,600					For new building.
600		600					To erect an addition to building.
2,450	2,450						For endowment, \$1,050; for paying debts, &c., \$1,400.
1,400		1,400					To repair and furnish building.
7,500		7,500					Gift consists of buildings and grounds to be used as a boarding department.
800	800						For endowment, on condition that \$10,000 be raised.
200	(200)						To pay indebtedness and to complete the building.
		4,000					For purchase of farming land.
		500					Towards the purchase of a house.
4,872	372						General purposes.
180		180					For building.
743							Purpose not specified.
		3,000					To complete McCormick Hall.
3,740		740					
3,000	3,000						To meet immediate necessities, consisting of books and money.
2,000	(2,000)						For building purposes and support of teachers.
1,400	1,400						For current expenses.
1,000					\$1,000		To aid indigent students.
6,825	6,825						\$735 for increase of endowment; \$6,090 for current expenses.
2,086							Purpose and donor not specified.
250	250						For general fund.
6,500	6,500						For endowment.
150						150	For library and apparatus; amount devoted to each purpose not specified.
200		200					For repairing library building.

TABLE XXI.—Statistics of educational benefactions for the year 1894-'95; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
The Cathedral School of St. Paul.	Garden City, N. Y..	Mrs. A. T. Stewart.....	New York, N. Y....
Freie Deutsche Schule.....	New York, N. Y....	Oswald Ottendorfer.....	New York, N. Y....
Manhattan Academy.....	New York, N. Y....		
The A. M. Chesbrough Seminary.	North Chili, N. Y....	A. M. Chesbrough (deceased).	La Salle, N. Y....
Red Creek Union Seminary..	Red Creek, N. Y....	{ Trustees of school.....	
Lutheran Proseminary .....	Rochester, N. Y....	{ Principal.....	
		{ New York Lutherisches Ministerium.	New York, N. Y....
		{ First German Evangelical Lutheran Zion's Church	Rochester, N. Y....
Southold Academy.....	Southold, N. Y....	Henry Huntling.....	Southold, N. Y....
Gaston High School.....	Dallas, N. C.....		
Rock Spring Seminary .....	Denver, N. C.....	Patrons.....	
Albion Academy.....	Franklinton, N. C....	Through Presbyterian Board of Aid for Colleges and Academies.	
Catawba College.....	Newton, N. C.....	Members of the Reformed Church (German) in North Carolina and Tennessee.	
Salem Female Academy.....	Salem, N. C.....	{ Francis Fries.....	Salem, N. C.....
		{ Rev. Edward Rondthaler.	Salem, N. C.....
Troy Male and Female Academy.	{ Troy, N. C.....	{ B. G. Marsh.....	Troy, N. C.....
		{ C. C. Wade.....	Troy, N. C.....
		{ S. J. Smitherman.....	Troy, N. C.....
Grand River Institute.....	Austintown, Ohio....		
Quinnipiac Collegiate Institute.	{ Caldwell, Ohio.....		
St. Francis' Gymnasium .....	Cincinnati, Ohio....		
Western Reserve Seminary..	{ West Farmington, Ohio.	{ Various persons.....	
Albany Collegiate Institute..	Albany, Oreg.....	{ Through Presbyterian Board of Aid for Colleges and Academies.	
Beaver College and Musical Institute.	{ Beaver, Pa.....	{ John F. Dravo.....	Beaver, Pa.....
Keystone Academy.....	Factoryville, Pa.....	{ Mary Stowe.....	New Brighton, Pa....
Linden Hall Seminary.....	Lititz, Pa.....		
Western Pennsylvania Classical and Scientific Institute.	{ Mt. Pleasant, Pa.....	George W. Dixon (dec'd) ..	Bethlehem, Pa.....
Reid Institute.....	Reidsburg, Pa.....	Various persons.....	
Clarion Collegiate Institute..	Rimersburg, Pa.....	Various persons.....	
Missionary Institute.....	Selinsgrove, Pa.....	David Strouss.....	Bloomsburg, Pa.....
Susquehanna Collegiate Institute.	{ Towanda, Pa.....	Various persons.....	
Westtown Boarding School..	Westtown, Pa.....		
Williamsport Dickinson Seminary.	{ Williamsport, Pa.....		
Benedict Institute.....	Columbia, S. C.....	{ Through Amer. Baptist Home Mission Society.	{ New York, N. Y....



replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,000,000	(\$1,000,000)						To establish and perpetuate a church school for boys <i>in memoriam</i> of A. T. Stewart.
1,000	1,000						To make up deficiency in school funds.
750		\$750					For renovation of Oratory.
30,000					\$30,000		To aid indigent students, on condition that the school be called after the donor's name and that the farm on which the school stands be purchased and the proceeds of farm and funds be used to aid needy students.
100						\$50	} For purchase of books and apparatus.
						50	
2,500	2,200						For support of school.
200	200						For current expenses.
200		200					For apparatus.
20						20	For library.
112							Purpose not specified.
600		600					For school furniture.
1,300	1,000						For the art department.
	300						For general purposes.
300		300					{ \$25 from Messrs. Marsh and Wade for a bell, and \$275 from Messrs. Wade and Smitherman for a music room.
2,000							
2,650		2,650					Purpose and donor not specified.
100					100		For books, furniture, &c.
2,300	2,800						For needy students.
							{ Subscriptions for an additional endowment, conditioned on raising \$5,000.
223							
1,000	500						Purpose not specified.
	500						For payment of debt.
10,000							Purpose and donor not specified.
25,000		25,000					For chapel, and music hall.
400							Purpose and donor not specified.
500		500					For repairing and furnishing.
325							Purpose not specified. In addition books and specimens for cabinet were contributed; value not given.
3,000					3,000		To educate indigent young men for the Lutheran ministry.
500		500					{ For a new telescope principally, and for books.
32,000	2,000	30,000					\$2,000 for general purposes, and \$30,000 for a new building.
2,789							Purpose of gift not specified; \$1,000 given by John Patton and the remainder by several friends.
2,136	1,495	641					For general purposes, repairs, and furnishing.

TABLE XXI.—Statistics of educational benefactions for the year 1884-'85; from

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
The Penn School.....	Frogmore, S. C.....	{ Mrs. M. R. Towne..... Mrs. A. N. Lincoln..... R. K. Darrab..... Mrs. H. C. Jenks..... Messrs. Cope and others (Benezet Society). H. R. Towne.....	{ Boston, Mass..... Boston, Mass..... Boston, Mass..... Philadelphia, Pa..... Philadelphia, Pa..... Stamford, Conn.....
Bloomington College.....	Bloomington, Tenn.....		
Church Hill Academy.....	Church Hill, Tenn.....	Several persons.....	Church Hill, Tenn.....
Warren College.....	Fullen's, Tenn.....		
Washington College.....	Washington College, Tenn.....	P. Smith.....	Dayton, Ohio.....
Edwards Academy.....	White Pine, Tenn.....	Various persons.....	
Comanche College.....	Comanche, Tex.....	{ J. R. Fleming..... Citizens.....	{ Cisco, Tex..... Comanche, Tex.....
Honey Grove High School...	Honey Grove, Tex.....	Various persons.....	
Bishop College.....	Marshall, Tex.....	{ Mrs. C. C. Bishop..... Through American Baptist Home Mission Society.	{ New York, N. Y..... New York, N. Y.....
Summer Hill Select School...	Omen, Tex.....	Horace Chilton.....	Tyler, Tex.....
Brigham Academy.....	Bakersfield, Vt.....	Mrs. Sarah B. Jacobs.....	Boston, Mass.....
Derby Academy.....	Derby Center, Vt.....		
Essex Classical Institute.....	Essex, Vt.....	{ Alumni..... Miss Mary Fletcher..... D. P. Hall (deceased).....	{ Burlington, Vt..... Lyndon, Vt.....
Lyndon Institute.....	Lyndon Center, Vt.....		
Mt. Pisgah Academy.....	Aylett P. O., Va.....		
Brentsville Seminary.....	Brentsville, Va.....	Joseph B. Reid.....	Brentsville, Va.....
Thyne Institute.....	Chase City, Va.....	James Brown, sr.....	Morning Sun, Ohio.....
Hartshorn Memorial College.	Richmond, Va.....	Joseph C. Hartshorn and others.	Newton Center, Mass.....
Augustana College.....	Canton, Dak.....	{ The City of Canton..... Rev. A. Wright..... Rev. O. Anderson (dec'd.) Rev. A. A. Sheie (dec'd.) Grand Forks Building Co. Citizens.....	{ Rushford, Minn..... Grand Forks, Dak..... Grand Forks, Dak.....
Saint Bernard's Ursuline Convent.	Grand Forks, Dak.....		
Dakota Collegiate Institute..	Sioux Falls, Dak.....	Various persons.....	
Indian University.....	Muskogee, Ind. Ter.....	{ J. D. Rockefeller, and various others (through American Baptist Home Mission Soc.).	{ .....
Wheelock Seminary.....	Wheelock, Ind. Ter.....	Various Sunday schools and missionary societies in the Northern States.	
Albuquerque Academy.....	New Albuquerque, N. Mex.....	New West Education Commission.	Chicago, Ill.....
Las Vegas Academy.....	Las Vegas, N. Mex.....	{ New West Education Commission. J. Reynolds..... L. P. Brawner.....	{ Chicago, Ill..... Las Vegas, N. Mex..... Las Vegas, N. Mex.....
St. Mark's School.....	Salt Lake City, Utah.....	Churches and Sunday schools in Eastern States.	
Salt Lake Academy.....	Salt Lake City, Utah.....	New West Education Commission.	Chicago, Ill.....
Salt Lake Collegiate Institute.	{ Salt Lake City, Utah.....	{ Mrs. Eliza McKee..... Through Presbyterian Board of Aid.	{ St. Louis, Mo.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and gen- eral purposes.	Grounds, buildings, furniture, and ap- paratus.	Professorships.	Fellowships, scholar- ships, and prizes.	To aid indigent stu- dents.	Library and museum.	
5	6	7	8	9	10	11	12
}	\$1,200	\$1,200					{ For education of colored race. Mrs. M. R. Towne's gift is for industrial instruction; amount not specified.
	600		\$200				
	75	75					
}	1,500						{ To erect college building. Contribu- tions consist of money and lands. To pay deficit of teacher's salary. Purpose and donor not named. For building, on condition that institu- tion be free from debt. To pay debt on building.
	590		500				
	50	50					
}	6,000	6,000					{ For general purposes. For repairs. For a new building. For general purposes, new building, furnishing, and library.
	150		150				
	11,945	175	10,000 1,567			\$200	
}	60				\$60		{ For medals to pupils. For repairs, apparatus, periodicals, &c. For repair of buildings. For books. For boarding-house. For scholarships. A piano-forte. For medals. For student's aid fund.
	500	(500)					
	500		500				
}	2,030		2,000			20	{ In books for the library, and in build- ings and grounds given by the city on condition that school be maintained 10 years in the place. A block of land valued at \$3,000. For an academy building. For building purposes and current ex- penses.
	5,000				5,000		
	100		100				
}	25				25		{ For the erection of a building to be known as "Rockefeller Hall," for furnishing, and for general uses. To "civilize and christianize" the In- dian children of the Choctaw Nation. The contributions consisted of mon- ey, clothing, books, &c. For general purposes of the academy.
	300					\$300	
	18,000	18,000					
}	5,000		5,000				{ For principal's salary. For general purposes. For general purposes. For scholarships of \$40 each.
	6,000		3,000				
	4,000	(4,000)	3,000				
}	15,878		9,000 4,862				{ For general purposes of the academy. For current expenses. Purpose of \$872 given during the year not specified.
	2,500	2,500					
	1,600	1,600					
}	2,080		1,500				{ For general purposes of the academy. For current expenses. Purpose of \$872 given during the year not specified.
	5,670		530 50		5,670		
	2,870	2,870					
}	872		500				{ For general purposes of the academy. For current expenses. Purpose of \$872 given during the year not specified.



TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organizations to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Benj. P. Cheney Academy ...	Cheney, Wash. ....	Benjamin P. Cheney. ....	Boston, Mass. ....
Annie Wright Seminary. ....	Tacoma, Wash. ....	{ C. B. Wright. .... S. N. Sanford. ....	Philadelphia, Pa. .... Cleveland, Ohio. ....
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.			
Whipple's Home School. ....	Mystic River, Conn. ....	Churches and individuals	.....
Horace Mann School for the Deaf.	{ Boston, Mass. ....	{ Mrs. Frances Brooks. .... Mr. Thomas Gaffield. .... Prof. A. Graham Bell. ....	Boston, Mass. .... Boston, Mass. .... Washington, D. C. ....
Evangelical Lutheran Deaf-Mute Institute.	Norris, Mich. ....	Various persons. ....	.....
New York State Institution for the Blind.	Batavia, N. Y. ....	Various persons. ....	.....
Northern New York Institution for Deaf-Mutes.	{ Malone, N. Y. ....	{ Citizens. .... Two ladies. .... Estate of L. Goldenberg. .... W. B. Bonn. .... George Hettrich. .... Isaac Rosenfeld. ....	Malone, N. Y. .... Potsdam, N. Y. .... New York, N. Y. .... New York, N. Y. .... New York, N. Y. .... New York, N. Y. ....
Institution for the Improved Instruction of Deaf-Mutes.	{ New York, N. Y. ....	Subscriptions. ....	.....
Oregon School for Deaf-Mutes	Salem, Oreg. ....	Miss Jane Holmes, deceased.	Pittsburg, Pa. ....
Western Pennsylvania Institution for the Deaf and Dumb.	{ Wilkinsburg, Pa. ....	Mrs. George McCague. .... W. K. Brown. ....	.....
Milwaukee Day School for Deaf Children.	Milwaukee, Wis. ....	Wisconsin Phonological Institute.	.....
TRAINING SCHOOLS FOR NURSES.			
Training School for Nurses (New England Hospital for Women and Children).	Boston, Mass. ....	.....	.....
Northwestern Hospital Training School.	Minneapolis, Minn. ..	{ Mrs. Catharine Dreibilbis Mrs. William M. Harrison and others. Several persons. ....	.....
Training Schools for Nurses (Orange Memorial Hospital).	Orange, N. J. ....	.....	.....
Training School for Nurses (Brooklyn Homœopathic Hospital).	Brooklyn, N. Y. ....	Various persons. ....	.....
Nurses' Training School (Philadelphia Hospital).	Philadelphia, Pa. ....	Mr. Cavendee and other friends.	Philadelphia, Pa. ....
Philadelphia Lying-in Charity and Nurse School.	Philadelphia, Pa. ....	Elwood Wilson, M. D. ....	Philadelphia, Pa. ....
South Carolina Training School for Nurses.	Charleston, S. C. ....	.....	.....
INSTITUTION FOR FEEBLE-MINDED CHILDREN.			
Pennsylvania Training School for Feeble-Minded Children.	Elwyn, Pa. ....	Various persons. ....	.....

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$200		\$200					Value of apparatus.
50,000	\$50,000						For endowment of the school.
							Philosophical and gymnastic apparatus and chemical laboratory; value not given.
850							Purpose not specified.
140					\$30		To aid needy pupils, and to provide
					10		special language lessons for the
					100		youngest pupils.
1,828	1,828						For general purposes.
7,070							Purpose not specified.
787	737						For general purposes.
	50						
	500						
972	282						For general purposes.
	100						
	90						
1,800	1,800						For building fund.
	25,000						For general purposes.
25,020						\$10	For library fund.
						10	For library fund.
2,200							Purpose not specified.
19,606							\$2,000 from Mrs. Mary W. Swett, \$10,000 from Mr. Samuel W. Swett, \$500 from Mrs. Susan O. Brooks, \$1,540 through Mrs. Thomas Mack, \$1,000 from Mrs. Mary R. Baker, Newport, R. I., and \$4,566 in small donations; purpose of gifts not specified.
		1,000					For building fund.
		507					For building fund.
2,555	850						\$850 for endowment of free beds and \$198 for which the purpose is not specified.
1,537		1,537					For building fund.
756							Purpose not specified.
							Books for use of pupils.
250					250		A yearly donation to train nurses.
50							Purpose not specified.
3,145	3,145						\$2,693 for the "free fund" and the remainder, \$452, Christmas donations.

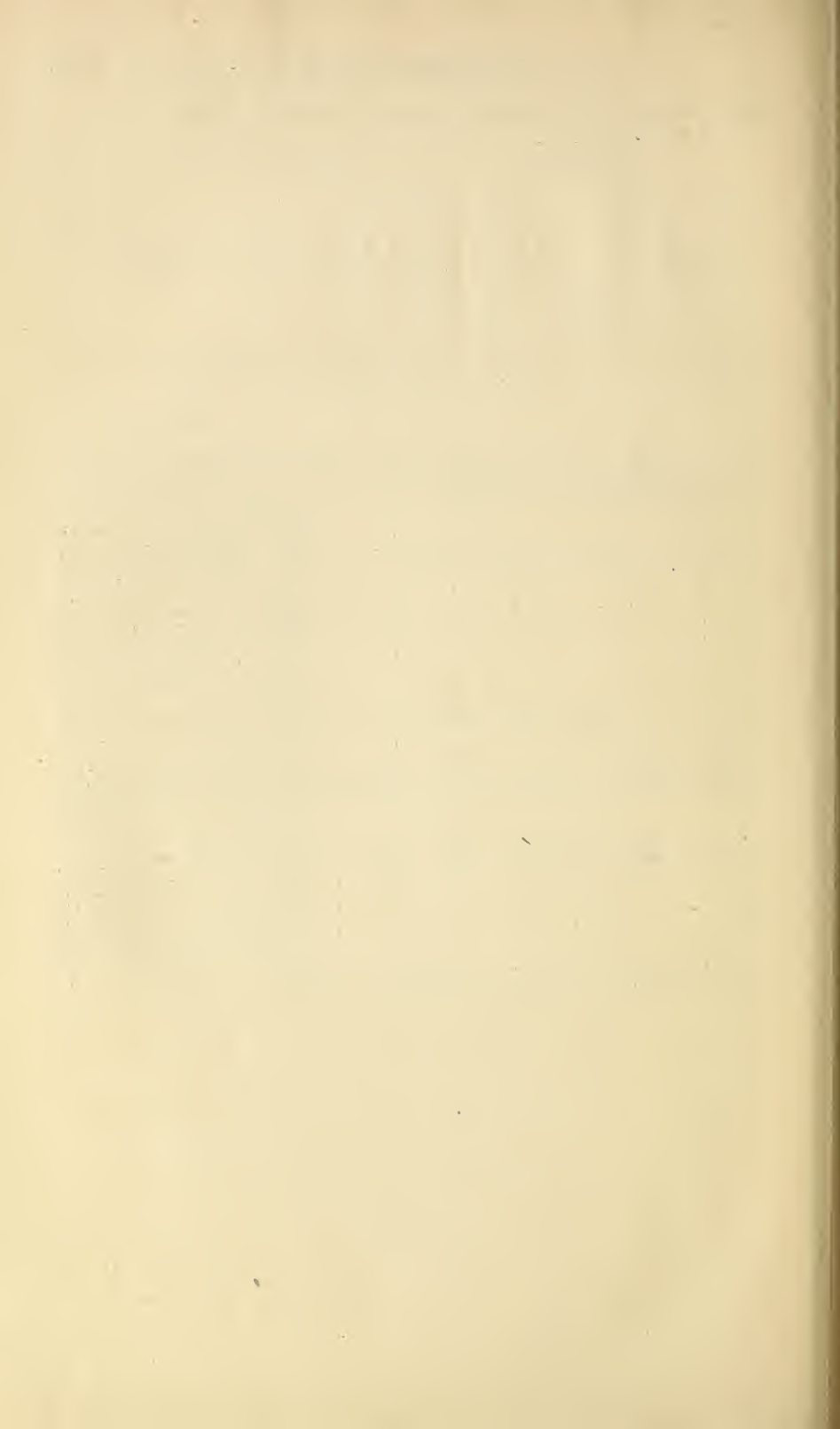
TABLE XXI.—*Statistics of educational benefactions for the year 1884-'85; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
MISCELLANEOUS.			
Golden Gate Kindergarten Association.	San Francisco, Cal..	Mrs. Leland Stanford ....	San Francisco, Cal..
City of Ottawa, Ill. ....		Mrs. George Hearst.....	.....
		Many friends.....	.....
		William Reddick (deceased).	Ottawa, Ill. ....
City of Fairhaven, Mass. ....		Henry H. Rogers .....	New York, N. Y....
City of Fitchburg, Mass. ....		Rodney Wallace .....	.....
Village of Booneville, N. Y. ....		Citizen .....	Booneville, N. Y. ....
Cincinnati Museum Association.	Cincinnati, Ohio ....	Reuben R. Springer .....	Cincinnati, Ohio ....
Cincinnati Music Hall Association.	Cincinnati, Ohio ....	Reuben R. Springer .....	Cincinnati, Ohio ....



replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
} \$8,487 210,000	{ \$5,000 600 2,887 150,000	..... ..... ..... \$60,000	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	} For the establishment and support of free kindergarten for the poor. A fine building valued at \$60,000 and an endowment fund of \$150,000, to found a city library to be known as "The Reddick Library." Value of a fine brick school-house furnished with all needed apparatus. The gift is made to the town without stipulations, except that the school shall be open to every one, irrespective of race, color, or religion. The school has also received sixty volumes of valuable reference books from Charles Lancaster, Chester, England, and 100 photographic views of London from John H. Harris, of London, England. Value of land, building, and furniture presented to the city for a "library and art building." For establishing and maintaining a free public library and reading-room. Par value of 400 shares of railroad stock, yielding 7 per cent. interest; given on the express condition that the income alone shall be used for the purposes of the association. Par value of 750 shares of railroad stock, yielding 7 per cent. interest. This amount, through recommendation of donor, creates a fund to be known as the "Springer investment fund," to which all income from said stock and any interest accruing thereon shall be invested and set apart for said fund.
100,000	.....	100,000	.....	.....	.....	.....	
84,500	.....	84,500	.....	.....	.....	.....	
25,500	25,500	.....	.....	.....	.....	.....	
40,000	40,000	.....	.....	.....	.....	.....	
75,000	75,000	.....	.....	.....	.....	.....	



# INDEX.

NOTE.—The reader is respectfully invited to consult the prefatory note on page 3, from which it will be seen that the arrangement of the report is such as to obviate the necessity for many entries which would otherwise find place in this index.

## A.

Abstracts, domestic. See the name of each State and Territory.  
foreign. See the name of each country.  
plan of, 3.  
Academies. See Secondary instruction.  
Adkinson, W., inspector of schools of Western Australia, cccxii.  
Adler, Felix, cccv, ccvii.  
Adrian, Mich., public schools of, 142.  
Age, school, xxii, xxiii, xxxi-xxxii, xlii.  
average entrance, at Harvard College, clxxx.  
average graduating, at Columbia College, clxxx.  
Agriculture, schools and colleges of. See the heading Scientific and Professional Instruction, under the respective States in the abstracts.  
Akers, John W., State superintendent of public instruction of Iowa, 86.  
Akron, Ohio, public schools of, 215.  
Alabama, summary of educational condition of, lviii.  
abstract, 4-11.  
Alaska, summary of educational statistics of, lxiii and *note*.  
increased appropriations needed for education in, cccvii, cccxiii, cccxvii.  
educational condition of, 256.  
Albany, N. Y., public schools of, 194.  
Alexandria, Va., public schools of, 271.  
Allegheny, Pa., public schools of, 229.  
Allentown, Pa., public schools of, 229, 230.  
Allison, David, superintendent of education of Nova Scotia, cccv.  
Alton, Ill., public schools of, 59.  
Altoona, Pa., public schools of, 229, 230.  
Alumni, statistics of the, of American colleges and universities, clxxvi-cxcv.  
American Association for the Advancement of Science, session of, 321.  
American Economic Association, meeting of, 321.  
American Historical Association, meeting of, 321.  
American Institute of Civics, meeting of, 322.  
American Institute of Instruction, meeting of, 320.  
American Social Science Association, meeting of, 321.  
Amherst College, 133, 134.  
Anderson, M. B., on the university of the nineteenth century, clxxi-clxxxii.  
Andrews, President, on the growth of Marietta College, clxxiii-clxxxiv.  
Ann Arbor, Mich., public schools of, 142.  
Apgar, Ellis A., State superintendent of public instruction of New Jersey, 190.  
Apparatus, illustrative, for schools, clv, cci, cccxxii.  
Appleton, Wis., public schools of, 281.  
Arizona, summary of educational statistics of, lxiv.  
abstract, 237-289.

Arkansas, summary of educational condition of, lix.  
abstract, 12-16.  
Arkansas Industrial University, 15.  
Armstrong, H. Clay, State superintendent of education of Alabama, 4.  
Armstrong, S. C., lxxvii, lxxxii.  
Asylums for the education of orphan, dependent, or vicious children. See the heading Special Instruction, under the respective States.  
Atchison, Kans., public schools of, 89.  
Atlanta, Ga., public schools of, 52-53.  
Attendance, average daily, in the public schools of the States, xxxii-xxxiv, xl, xlii, xliii-xlvi.  
in cities, lxxxii-c.  
compulsory, liii-liv, ci-civ, cccxxiv.  
in colored schools, lxxiv.  
in normal schools, cccxxvii.  
increase of the, of women at the University of Ireland, clxix-clxx.  
in France, cclxvi-cclxviii.  
in Great Britain and Ireland, cclxxvii-cclxxviii, cclxxxiii-cclxxxvii.  
in London elementary schools, cclxxxii.  
Attleborough, Mass., public schools of, 126.  
Auburn, Me., public schools of, 109.  
Auburn, N. Y., public schools of, 194.  
Augusta, Ga., public schools of, 52, 53.  
Augusta, Me., public schools of, 109.  
Aurora, Ill., public schools of, 59.  
Austin, Tex., public schools of, 260-261.  
Austria, instruction in, ccliii-cclvi.  
Average daily attendance. See Attendance.

## B.

Baker, B. M., State superintendent of public instruction of Texas, 263.  
Baker, R. C., minister of education, South Australia, cccx.  
Baltimore, Md., public schools of, 116-117.  
Baltimore and Ohio Railroad Technological School, ccc.  
Baltimore Manual Training School, 122.  
Bangor, Me., public schools of, 109-110.  
Barnard, Frederick A. P., president of Columbia College, clxxviii, clxxix.  
Barnard, Henry, ix, *note*.  
Barringer, William N., cxiii.  
Barton, George H., cxiii.  
Barton, R. L., superintendent of schools, Peru, Ill., ccx, cxi.  
Bates College, 111.  
Bath, Me., public schools of, 109.  
Bavaria, educational statistics of, cclxxviii-cclxix.  
Bay City, Mich., public schools of, 142.  
Bayonne, N. J., public schools of, 185.  
Beadle, W. H. H., Territorial superintendent of public instruction of Dakota, 293.  
Beaver Falls, Pa., public schools of, 229, 230.  
Belgium, instruction in, cclviii-cclx.



- Bell, A. G., cccxxxiii.  
 Belleaire, Ohio, public schools of, 215.  
 Belleville, Ill., public schools of, 59.  
 Benefactions, statistical summary of, cccxvii-cclxix.  
     tabulated statistics of, 800-837.  
 Berlin, school statistics of, cclxxii.  
 Betison, Urric, superintendent of schools, New Orleans, ccxv.  
 Bickmore, A. G., cxi.  
 Biddeford, Me., public schools of, 169.  
 Binghampton, N. Y., public schools of, 194, 195.  
 Birmingham, Ala., public schools of, 6.  
 Blind, education of the, cccxxviii-cclxlii.  
     summary of statistics of institutions for the, cclxli-cclxlii.  
     provision for education of the, in Austria-Hungary, cclxvii.  
     table of statistics of institutions for the, 794-797.  
     See, also, the heading Special Instruction in the abstracts of the respective States.  
 Bloomington, Ill., public schools of, 59.  
 Boston, Mass., public school attendance in, cii-ciii.  
     public schools of, 126-127.  
 Boston Manual Training School, ccviii-ccix.  
 Boston University, 183, 137.  
 Bowdoin College, 111.  
 Bradford, Pa., public schools of, 229, 230.  
 Bremen, educational statistics of, cclxxvi.  
 Bridgeport, Conn., public schools of 35-36.  
 Bridgeton, N. J., public schools of, 185-186.  
 British Columbia, educational condition of, cccxviii-cccxix.  
 Brockton, Mass., public schools of, 126, 127.  
 Brookline, Mass., public schools of, 126, 127.  
 Brooklyn, N. Y., public schools of, 194, 195.  
 Brown, LeRoy D., State commissioner of common schools of Ohio, xlix, 222.  
 Buffalo, N. Y., public schools of, 194, 195.  
 Buisson, M., of France, xv, xvi, xx.  
 Bureau of Education, work and needs of the, v-xiv, cccxiii, cccxiv, cccxvii.  
     pedagogical library of the, v-viii, cccxv-cccxvi.  
     comments on the reports of the, xv-xvi.  
     educational museum of the, cxli-cxlii, cccxv, cccxvi.  
 Burlington, Iowa, public schools of, 80.  
 Burlington, Vt., public schools of, 265-266.  
 Barmah, British, educational condition of, cccxvii-cccxviii.  
 Business colleges. See Commercial and business training.  
 Butcher, B. L., State superintendent of free schools of West Virginia, 279.  
 Butler, Henry, chairman of the board of education, Tasmania, cccxii.  
 Buxton, Edward North, of London, on the diminution of juvenile crime in London, cclxxxiii.
- C.**
- Cairo, Ill., public schools of, 59.  
 California, summary of educational statistics of, lxii.  
     abstract, 17-25.  
 Cambridge, Mass., public schools of, 126, 127.  
 Camden, N. J., public schools of, 185, 186.  
 Camp, L. L., cxi.  
 Canada, Dominion of, educational condition of, cccxviii-cccvii.  
 Canton, Ohio, public schools of, 215.  
 Cape of Good Hope, educational condition of the Colony of, cccxvii-cccxviii.  
 Capper, Thomas, inspector of schools of Jamaica, ccvii.  
 Carbondale, Pa., public schools of, 229, 230.  
 Carlingford, Lord, cclxxvii, cclxxxiii.  
 Case School of Applied Sciences, 219-220.  
 Catalogues, contents of college, cclxxxiv-cclxxxv.  
 Census, value of school reports largely dependent on a frequent, xvii.  
     States still using the United States, of 1880, lxii.  
 Central Tennessee College, industrial department of, lxvii.  
 Chaillé, Stanford E., cxi.  
 Charities. See the heading Special Instruction, under the respective States in the abstracts.  
 Charleston, S. C., public schools of, 219.  
 Chattanooga, Tenn., public schools of, 254, 255.  
 Chautauqua Assembly, meeting of, 324-325.  
 Chautauqua University of Correspondence Schools, 203.  
 Chelsea, Mass., public schools of, 126, 128.  
 Chester, Pa., public schools of, 229, 230.  
 Chicago, Ill., public schools of, 59-60.  
 Chicago Free Kindergarten Association, 61, 62.  
 Chicopee, Mass., public schools of, 126.  
 Chillicothe, Ohio, public schools of, 215.  
 Chinese, education of, in California, 25.  
 Cincinnati, Ohio, public schools of, 215.  
 Circulars of information and bulletins of the Bureau of Education, vii-xii and *note*.  
 Cities, summary of school statistics of, and remarks thereon, lxxxii-c.  
     average *per capita* expenses of, xcvi, xcix.  
     comparison of the statistics of five large, c-ci.  
     length of the school year in, c, civ.  
     school systems of, Circular of Information on, by Dr. Philbrick, cvii.  
     table of statistics of, 330-391.  
 Claffin University, 250, 251.  
 Clark University, industrial school of, lxxvii.  
 Cleveland, Ohio, public schools of, 215-216.  
 Clinton, Iowa, public schools of, 80.  
 Clinton, Mass., public schools of, 126.  
 Cohoes, N. Y., public schools of, 194, 195.  
 Colby University, 111-112.  
 Coleman, W. E., State superintendent of public schools of Missouri, 166.  
 College of Montana, 305.  
 College of New Jersey, clxxx, 183, 189.  
 Colleges. See Universities and colleges.  
 Colorado, summary of educational statistics of, lxii.  
     abstract, 26-32.  
 Colored people, comparative statistics of the white and the, in the South, lxvii.  
     list and summary of institutions for the instruction of the, lxviii-lxxiv.  
     remarks on the condition of the education of, lxxiv-lxxv.  
     want of competent teachers for, lxxv-lxxvi.  
     provision for industrial education of, lxxvii-lxxviii.  
     disbursement of the Peabody Fund for, lxxix-lxxx.  
     disbursement of the John F. Slater Fund for, lxxx-lxxxii.  
 Columbia, Pa., public schools of, 229, 230.  
 Columbia, S. C., public schools of, 249.  
 Columbia College, generally designated as a university, cclxxviii.  
     electives chosen by students of, cclxxix.  
     graduate students in, cclxxx.  
     average graduating age at, cclxxx.  
 Columbus, Ga., public schools of, 52, 53.  
 Columbus, Ohio, public schools of, 215, 216.  
 Commercial and business training, comparative summary of statistics of, for ten years, cclxi.  
     summary of statistics of, cclxi-cclvii.  
     table of statistics of, 417-437.  
 Commissioner of Education, report of, i-cccxvii.  
     salary of, cccxiii.  
 Compulsory attendance. See Attendance.  
 Concord, N. H., public schools of, 178.  
 Connecticut, summary of educational condition of, iv.  
     abstract, 33-42.  
 Cook, George F. T., superintendent of public schools for colored pupils in Washington and Georgetown, D. C., 298.  
 Cook, Miss Hannah, an experiment in discipline conducted by, cxi-cvii.  
 Cookery, instruction in, cccvi-cccvii, cclxxxii.  
     See, also, the heading Special Instruction, in the abstracts of the respective States.  
 Coppino, Signor Michele, minister of public instruction of Italy, cxc.  
 Cornell, Leonidas S., State superintendent of public instruction of Colorado, 32.  
 Cornell University, cclxxx, 200, 201, 203.

- Correspondents of the Bureau of Education, list of, xxviii.
- Corson, Miss Juliet, cexvi-cexvii.
- Council Bluffs, Iowa, public schools of, 80, 81.
- Covington, Ky., public schools of, 95, 96.
- Coward, Asbury, State superintendent of education of South Carolina, 252.
- Crocket, William, chief superintendent of education of New Brunswick, cexcix.
- Curriculum, difference between the university and the college, clxxv-clxxviii.
- Curry, J. L. M., lxxix, lxxx.
- Cutter, C. A., vii.
- D.**
- Dakota, summary of educational statistics of, lxiv. abstract, 290-293.
- Dale, H. B., superintendent of schools, Oshkosh, Wis., cvi.
- Danbury, Conn., public schools of, 85, 86.
- Danville, Ill., public schools of, 60.
- Danville, Pa., public schools of, 229, 230.
- Danville, Va., public schools of, 271.
- Darling, Charles W., ccl.
- Dartmouth College, 180.
- Dart, Justus, State superintendent of education of Vermont, 268.
- Davenport, Iowa, public schools of, 80, 81.
- Dayton, Ohio, public schools of, 215, 216.
- Deaf-mutes, education of, cexxxii-cexxxv. summary of statistics of institutions for, cexxxvi-cexxxvii. provision for, in Austria-Hungary, celvii-celviii.
- Iowa Institution for, has preparatory college course, 84, 85.
- tabulated statistics of schools for, 788-793.
- See, also, the heading Special Instruction, in the abstracts of the respective States.
- Decatur, Ill., public schools of, 60.
- Defective, dependent, or delinquent children. See the heading Special Instruction, under the respective States, in the abstracts.
- Degrees, summary of statistics of, conferred, cexxiv-cexxxviii. table of statistics of, conferred in 1884-'85, by institutions of learning, 670-690.
- Delaware, summary of educational condition of, lvi. abstract, 43-45.
- Delaware College, 45.
- Denmark, overpressure in high schools of, xxvi, clvi-clx.
- Dentistry, schools of, summary of statistics of, cexxii. tabulated statistics of, 658-667.
- See, also, the heading Professional Instruction, in the abstracts of the respective States.
- Denver, Colo., public schools of, 28.
- Department of Superintendence of the National Education Association, meeting of, at New Orleans, 324.
- DePauw University, 74.
- Derby, Conn., public schools of, 35, 36.
- Des Moines, Iowa, public schools of, 80, 81.
- Detroit, Mich., public schools of, 142.
- De Wolf, D. P., State commissioner of common schools of Ohio, 222.
- Dickinson, John W., secretary of the State board of education of Massachusetts, 139.
- District of Columbia, summary of educational statistics of, lxiv. abstract, 294-298.
- District school system, evils arising from, in Connecticut, xlvii-xlviii.
- Dover, N. H., public schools of, 178.
- Draper, Superintendent A. S., of New York, cxi.
- Drawing, the study of, suitable for introduction into the public schools, cexii. attractiveness of, to deaf-mutes, cexxxiv.
- Dnbost, Antonin, cexli.
- Dubuque, Iowa, public schools of, 80, 81.
- E.**
- Easton, Pa., public schools of, 229, 230.
- Easton, Warren, State superintendent of public education of Louisiana, 106.
- East Saginaw, Mich., public schools of, 142.
- Eaton, John, ix *note*, lxiii-lxiv, cccxiv-cccxvii, 322, 324.
- Eau Claire, Wis., public schools of, 281.
- Education, Government aid for, xi-xiv. Government grant in aid of, in England, celxxviii-celxxx. Webster on the Government grant of 1787 for, xi-xii. comparative statistics of, in the United States for ten years, xxix-xxxi. recommended that proceeds from sale of public lands be a fund for, cccxiii. Elective studies in colleges, clxxix-clxxx. Elfving, Nere A., United States consul, Stockholm, cxciii.
- Elgin, Ill., public schools of, 60.
- Eliot, President, of Harvard College, on the significance of the Harvard B. A. degree, clxxix.
- Elizabeth, N. J., public schools of, 185, 186.
- Ellis, J. F., superintendent of schools, Eau Claire, Wis., cexi-cexii.
- Elmira, N. Y., public schools of, 194, 195.
- England and Wales, educational condition of, celxxvii. Governmental grant in aid of education, celxxviii-celxxx. industrial training in, celxxxi.
- Enrollment in schools of the United States, xxxii-xxxiv, xl, xliii-xlvi. increase of, in colored schools, lxxiv. in cities, c-cl. See, also, Attendance.
- Erie, Pa., public schools of, 229, 230.
- Evansville, Ind., public schools of, 71.
- Examinations, the per cent. system of grading, cv-cvi.
- Examiners, State boards of. See the heading State School System, in the abstracts of the respective States.
- Expenditure, educational, of State systems, xxxvi-xxxvii, xli. per capita, of State and city systems, xxxviii-xxxix, xlii-xliii, xeviii-xciv, cv. total, in the South, for education, lxvii. increase of, for the education of colored people, lxxiv.
- Eybesfeld, Conrad von, Austrian minister of public instruction, celiii.
- F.**
- Fall River, Mass., public schools of, 126.
- Farr, R. R., State superintendent of public instruction of Virginia, lxxvii, 275.
- Feeble-minded, provision for educating the, cexliv-cexlv. summary of statistics of institutions for the, cexlvi. table of statistics of institutions for the, 798-799.
- See, also, the heading Special Instruction, in the abstracts of the several States.
- Finances of State systems in the United States, xxxvi-xxxvii.
- Finger, Sidney M., State superintendent of public instruction of North Carolina, lxxv, 212.
- Finland, instruction in, cclx.
- Fitchburg, Mass., public schools of, 126, 128.
- Flint, Mich., public schools of, 142.
- Florida, summary of educational condition of, lviii. abstract, 46-50.
- Florida University, 48, 49.
- Fond du Lac, Wis., public schools of, 281.
- Fort Wayne, Ind., public schools of, 71.
- France, superior instruction of women in, clxx. instruction in, cexli-cexlviii. comparison of the expenditure for primary instruction in 1870 and 1884, cclxv. law of March 28, 1882, cclxvi-cclviii.
- Freeport, Ill., public schools of, 60.
- Fremont, Ohio, public schools of, 215, 216.
- Fröbel Institute, annual meeting of, 325.
- Funds, amount of permanent public school, xli, xliii. See, also, the heading State School System, in the abstracts of the respective States.



## G.

- Galveston, Tex., public schools of, 260, 261.  
 George, Austin, clxi.  
 Georgetown University, 296.  
 Georgia, summary of educational condition of, lvii.  
   abstract, 51-56.  
 Germany, educational condition of, cclxxviii-cclxxxi.  
 Gillics, D., minister of public instruction of Victoria, cccx.  
 Gilman, Daniel C., lxxx-lxxxi.  
 Girard College, 237.  
 Gloucester, Mass., public schools of, 126, 128.  
 Goblet, René, minister of public instruction of France, cclxi.  
 Government aid for education. See National aid for education.  
 Graham, Robert, State superintendent of public instruction of Wisconsin, 285.  
 Grand Rapids, Mich., public schools of, 142.  
 Grants, United States, for education, x-xiv.  
 Gréard, M., of France, commendation of the reports by, xv.  
 Great Britain and Ireland, educational condition of, cclxxvii-cccx.  
   science instruction in, cclxxxviii-cclxxxix.  
   art instruction in, cclxxxix-cclxx.  
 Greenwich, Conn., public schools of, 35, 36.  
 Guppy, R. J. L., superintendent of education, Trinidad, cccvii.  
 Gymnastics in the public schools, cx.  
   in secondary schools, clv.

## H.

- Hagar, Daniel B., ccxiv.  
 Hamburg, educational statistics of, cclxxvi-cclxxvii.  
 Hamilton, Ohio, public schools of, 215, 216.  
 Hannibal, Mo., public schools of, 160.  
 Harper, Joseph W., cclxxviii.  
 Harrisburg, Pa., public schools of, 229, 230-231.  
 Hartford, Conn., public schools of, 35, 36.  
 Harvard College, generally designated as a university, clxxviii.  
   change in the rule as to preliminary examination at, clxxviii.  
   what the B. A. degree of, signifies, clxxix.  
   graduate students at, clxxx.  
   average entrance age at, clxxx.  
   instruction in, during 1884-'85, 133, 135-136.  
 Haverhill, Mass., public schools of, 126.  
 Hawaii, Honolulu industrial school of, cccviii.  
 Haworth, J. M., obituary notice of, 302.  
 Haygood, A. G., lxxx, lxxx.  
 Hedges, Cornelius, Territorial superintendent of public instruction of Montana, 305.  
 Heemskerck, J., minister of the interior, of Belgium, cccxii.  
 Hemenway, Mrs., ccxvi.  
 Hertel, Dr., on overpressure in the Danish high schools, xxvi, clvi-clviii.  
 Hessen, Grand Duchy, programme of studies of the normal schools of, cxliv.  
 Higbee, E. E., State superintendent of public instruction of Pennsylvania, 238.  
 High schools, overpressure in, xxvi.  
   length of daily sessions of, in Sweden, xxvi, clviii-clx.  
   See also, Secondary instruction.  
 Hine, C. D., secretary of the Connecticut State Board of Education, liii-liv, 42.  
 Historical societies in the United States, list of, ccl-cclii.  
 Hoboken, N. J., public schools of, 185, 186.  
 Holcombe, J. W., superintendent of public instruction of Indiana, li-lii, 77.  
 Holland, educational condition of, cccxii-cccxiii.  
 Holyoke, Mass., public schools of, 126, 128.  
 Hoose, J. H., xxiv-xxv.  
 Hordern, P., director of public instruction, British Burmah, cccxvi.  
 Hough, Franklin B., obituary notice of, 207.  
 Howard University, 296.  
 Hudson, N. Y., public schools of, 194, 195-196.  
 Hungary, instruction in, clvi-clviii.  
 Hurl, Francis Parkman, bequest to Phillips Exeter Academy by, clv.

Hygiene, instruction as to effects of stimulants and narcotics, xviii.  
 school, cx, clvi-clvii.

## I.

- Idaho, summary of educational statistics of, lxiv.  
   abstract, 299-300.  
 Illinois, summary of educational condition of, lx.  
   abstract, 57-68.  
 Illinois Industrial University. See University of Illinois.  
 Illinois Wesleyan University, graduate courses in, clxxxi.  
 Illiteracy in the South, lxxvi-lxxvii.  
 Imbeciles. See Feeble-minded.  
 Income of State educational systems, xxxv-xxxvii, xli, xliii.  
 India, educational condition of, cccxv-cccxvi.  
 Indiana, summary of educational condition of, lx.  
   abstract, 69-77.  
 Indiana Asbury University. See DePauw University.  
 Indianapolis, Ind., public schools of, 71.  
 Indiana University, 74.  
 Indians, statistics of the educational progress of, 301.  
 Indian Territory, educational condition of, 301.  
 Industrial Art School, Philadelphia, ccix.  
 Industrial education, provision for the, of colored people, lxxvii-lxxx, lxxx.  
   two acceptations of the term, ccvi-ccvii.  
   at the Workingman's School, New York City, ccvi-ccvii.  
   connection of, with public school instruction, ccviii-ccxii.  
   legislative action in regard to, in New Jersey, ccix.  
   work adapted for, in public schools, ccxii.  
   exhibits of work by school children, ccxii.  
   association for promoting, work of, ccxii.  
   in normal schools, ccxiv.  
   school established by the Baltimore and Ohio Railroad Company for, ccxv.  
   New York Trade Schools, ccxvi.  
   instruction in cookery, ccxvi-ccxvii.  
   for the deaf-mute, cccxxiv.  
   in institutions for the blind, cccxxix-ccxli.  
   in Hungary, clviii.  
   in Finland, cclxi.  
   a preventive of juvenile crime, cclxxxiii.  
   in Great Britain, cclxxxiii, cclxxxvi-cclxxxvii.  
   in Italy, cccxi.  
   in New South Wales, cccix.  
   See also the heading Special Instruction, under the respective States in the abstracts.  
 Industrial Educational Association of New York City, ccxii.  
 Institutes, teachers'. See the heading Preparation and Qualifications of Teachers, in the abstracts of the respective States.  
 International Congress of Educators at New Orleans, 324.  
 Iowa, summary of educational statistics of, lxi.  
   abstract, 78-86.  
 Ireland, educational condition of, cclxxxvi-cclxxxviii.  
 Ironton, Ohio, public schools of, 215, 216.  
 Italy, educational statistics of, cccx-cccxii.  
 Ithaca, N. Y., public schools of, 194, 195.

## J.

- Jackson, Mich., public schools of, 142.  
 Jackson, Sheldon, United States general agent of education for Alaska, lxii, 236.  
 Jacksonville, Ill., public schools of, 60.  
 Jamaica, educational condition of, cccvii.  
 James, H. M., superintendent of public schools, Omaha, Nebr., ccxi.  
 Janesville, Wis., public schools of, 281, 282.  
 Jeffersonville, Ind., public schools of, 71.  
 Jersey City, N. J., public schools of, 185, 186.  
 Johns Hopkins University, clxxx, 119, 121.  
 Johnstown, Pa., public schools of, 229, 231.  
 Joliet, Ill., public schools of, 60.  
 Jones, W. W. W., State superintendent of public instruction of Nebraska, 172.



Journals, educational, necessary for the work of the Bureau, vi.  
See also the heading Training of Teachers, in the abstracts of the respective States.  
Jussen, Edmund, United States consul-general, Vienna, cclv.

**K.**

Kalamazoo, Mich., public schools of, 142, 143.  
Kansas, summary of educational condition of, lix, abstract, 87-94.  
Kansas City, Mo., public schools of, 160.  
Kentucky, summary of educational condition of, lix, abstract, 94-100.  
Kentucky Institution for the Blind, 98-99.  
Keokuk, Iowa, public schools of, 89, 91.  
Kerr, R. C., Territorial superintendent of public instruction of Washington Territory, 315.  
Key, Axel, on overpressure in the secondary schools of Sweden, clviii-clx.  
Kiehle, D. L., State superintendent of public instruction of Minnesota, 153.  
Kindergärten, comparative summary of statistics of, for ten years, cxlvi.  
summary of statistics of, cxlvi-cxlvii.  
as a means of facilitating primary school instruction, cxlvii.  
for the blind, cxcl.  
See also the heading State School System, in the abstracts of the respective States.  
Kingston, N. Y., public schools of, 194, 196.  
Kitchengarden in New York City, ccxiii.  
Knoxville, Tenn., public schools of, 254, 255.

**L.**

Laboratory, chemical, in preparatory schools, clv.  
La Crosse, Wis., public schools of, 281, 282.  
La Fayette, Ind., public schools of, 71.  
Lancaster, Pa., public schools of, 229, 231.  
Lansing, Mich., public schools of, 142, 143.  
Laramie City, Wyo., public schools of, 316.  
Laveleye, Émile de, cxii.  
Law, schools of, students of, should be academically trained, clxxxii.  
comparative statistics of, for ten years, ccxix, summary of statistics of, ccxx.  
table of statistics of, 650-653.  
See also the heading Scientific and Professional Instruction, in the abstracts of the respective States.  
Lawhead, J. H., State superintendent of public instruction of Kansas, 93.  
Lawrence, J. C., Territorial superintendent of public instruction of Washington Territory, 315.  
Lawrence, Kans., public schools of, 89.  
Lawrence, Mass., public schools of, 126.  
Leadville, Colo., public schools of, 28.  
Leavenworth, Kans., public schools of, 89.  
Lebanon, Pa., public schools of, 229, 231.  
Lewis Collegiate Institute, 300.  
Lewiston, Me., public schools of, 109.  
Liberia, educational condition of the Republic of, ccxviii.  
Libraries, summary of statistics of public, in the United States, ccxix-ccxxx.  
table of statistics of public, in the United States, 691-782.  
Library of the Bureau of Education; plan, purpose and needs of, v-vii, ccxv, ccxvi.  
advantage of a printed catalogue of the, to educators, vii.  
Lima, Ohio, public schools of, 215, 216.  
Lincoln, D. F., clxi.  
Lincoln, Nebr., public schools of, 163.  
Lincoln, R. I., public schools of, 241.  
Littlefield, George A., superintendent of schools, Newport, R. I., ccix.  
Little Rock, Ark., public schools of, 13.  
Lockport, N. Y., public schools of, 194, 196.  
Logansport, Ind., public schools of, 71-72.  
London, elementary schools of, clxxxii-clxxxiii.  
Long, R. L., Territorial superintendent of public instruction of Arizona, 289.

Long, Edward H., cxlvii.  
Long Island City, N. Y., public schools of, 194, 196.  
Los Angeles, Cal., public schools of, 19-20.  
Louisiana, summary of educational condition of, lviii, abstract, 101-106.  
Louisiana State University and Agricultural and Mechanical College, 104, 105.  
Louisville, Ky., public schools of, 95, 96.  
Lowell, Mass., public schools of, 126, 128.  
Lübeck, educational statistics of, clxxvi.  
Luce, N. A., State superintendent of common schools of Maine, 114.  
Lynchburg, Va., public schools of, 271.  
Lynn, Mass., public schools of, 126, 128.

**M.**

MacAllister, James, superintendent of schools, Philadelphia, cxiv.  
McCosh, Dr., of Princeton College, on small colleges, clxxxii.  
McDonogh Institute, 122.  
McElroy, E. B., State superintendent of public instruction of Oregon, 226.  
McEnery, Governor, on the common-school system of Louisiana, xlvi.  
McKeesport, Pa., public schools of, 229, 231.  
Mack, W. J., superintendent of schools, Moline, Ill., ccxiii.  
Macon, Ga., public schools of, 52, 53.  
Macon County, Illinois, graded course of study of, lii-liii.  
Madison, Ind., public schools of, 71.  
Madison, Wis., kindergarten exhibit at, by the blind, cxcl.  
public schools of, 281, 282.  
Maine, summary of educational condition of, liv, abstract, 107-114.  
Maine State College of Agriculture and the Mechanic Arts, 112.  
Malden, Mass., public schools of, 126.  
Manchester, N. H., public schools of, 178.  
Manitoba, educational condition of, ccxcix.  
Mann, Horace, xxii.  
Mansfield, Ohio, public schools of, 215, 216.  
Manual training. See Industrial Education.  
Marietta College, growth of, clxxxiii.  
Marlborough, Mass., public schools of, 126, 129.  
Martin, Benjamin Nicholas, obituary notice of, 207-208.  
Maryland, summary of educational condition of, lvii, abstract, 115-123.  
Massachusetts, school taxation in, xlvii-xlviii.  
board of education of, on the condition of the Massachusetts public schools, xlviii-xlix, summary of educational condition of, lv, abstract, 124-140.  
Massachusetts Classical and High School Teachers' Association, clvi.  
Massachusetts Institute of Technology, ccii-cciii, 135.  
Massachusetts Normal Art School, 129-139.  
Mather, F. G., xxvi.  
Meadville, Pa., public schools of, 229, 231.  
Medford, Mass., public schools of, 126.  
Medicine, schools of, should not admit students not academically trained, clxxxii.  
comparative statistics of, for ten years, ccxx, advanced, form a new group in this report, ccxx-ccxxi.  
summary of statistics of, ccxxi-cxxxi.  
tabulated statistics of, 654-667.  
See, also, the heading Scientific and Professional Instruction, in the abstracts of the respective States.  
Memphis, Tenn., public schools of, 254, 255.  
Meriden, Conn., public schools of, 35, 36.  
Michel, Middleton, clx-clvi.  
Michigan, summary of educational condition of, lxi, abstract, 140-147.  
Michigan University, requirements for admission and curriculum of, clxxv-clxxviii.  
instruction during the year in, 144.

Middlebury College, 266.  
 Middletown, Conn., public schools of, 35, 36.  
 Milford, Mass., public schools of, 126.  
 Miller, R. H., superintendent of Scott Manual Training School, cex.  
 Millville, N. J., public schools of, 185, 186.  
 Milwaukee, Wis., public schools of, 281, 282.  
 Minneapolis, Minn., public schools of, 150.  
 Minnesota, summary of educational statistics of, lxi.  
     abstract, 143-153.  
 Mississippi, summary of educational condition of, lviii.  
     abstract, 154-157.  
 Mississippi Industrial Institution and College, 157.  
 Missouri, summary of educational condition of, lix.  
     abstract, 158-166.  
 Mobile, Ala., public schools of, 6.  
 Modeling, suitable as a public school exercise, ccxii.  
 Modern Language Association of America, convention of, clvi, 323.  
 Moline, Ill., exhibit of work of school children of, ccxiii.  
     public schools of, 60-61.  
 Montana, abstract of the educational condition of, 303-305.  
 Montgomery, Ala., public schools of, 6.  
 Montgomery, D., chief superintendent of education of Prince Edward Island, cccv.  
 Morgan, B. S., State superintendent of free schools of West Virginia, 279.  
 Morgan, T. J., cxxxviii-xxxxix.  
 Morris, Edward S., efforts of, in behalf of education in Liberia, cccviii.  
 Morrison, Superintendent J. E., of New York, l.  
 Moss, C. M., on the graduate courses in the Illinois Industrial University, clxxxi.  
 Moulder, A. J., superintendent of San Francisco schools, cvi.  
 Mundella, A. J., clxxvii, clxxxiii.  
 Muscatine, Iowa, public schools of, 89, 81.  
 Museum, establishment of a State pedagogical, at Albany, N. Y., cxl.  
     of the Bureau of Education, cccxii-cccxi, cccxv.  
 Music in the public schools, cxiv-cxv.  
     in normal schools, cxxxvii.  
     in institutions for the blind, cxxxix.  
     See, also, the heading Special Instruction in the abstracts of the respective States.  
 Muskegon, Mich., public schools of, 142, 143.

## N.

Nashua, N. H., public schools of, 178.  
 Nashville, Tenn., public schools of, 254, 255.  
 Natick, Mass., public schools of, 126.  
 National aid for education in the United States, x-xiv, cccxiii.  
     in Great Britain, clxxxviii-ccxc.  
     proceeds from sale of United States public lands as, cccxiii.  
 National Council of Education, xiv-xxiii, xxiv-xxv, lii, cxli.  
 National Deaf-mute College, 296.  
 National Educational Association, abstract of the proceedings of, at Saratoga, N. Y., 318-320.  
 National Teachers' Reading Circle, organization and meeting of, 324.  
 Nebraska, summary of educational statistics of, lxii.  
     abstract, 167-175.  
 Nelson, Theodore, State superintendent of public instruction of Michigan, 147.  
 Netherlands, educational condition of, cccxii-cccxi.  
 Nevada, summary of educational statistics of, lxii.  
     abstract, 173-175.  
 New Albany, Ind., public schools of, 71.  
 Newark, N. J., industrial education in, cxi-cxx.  
     public schools of, 185, 186.  
 Newark, Ohio, public schools of, 215, 216.  
 New Bedford, Mass., public schools of, 126, 129.  
 New Britain, Conn., public schools of, 35, 36.  
 New Brunswick, N. J., public schools of, 185, 186-187.

New Brunswick, Province of, educational condition of, cxcix-ccci.  
 Newburg, N. Y., public schools of, 194, 196.  
 Newburyport, Mass., public schools of, 126.  
 New Castle, Pa., public schools of, 229, 231.  
 Newell, M. A., State superintendent of public instruction of Maryland, 123.  
 New England Association of School Superintendents, meeting of, 322-323.  
 New England Conservatory of Music, 136.  
 New England Normal School Teachers' Association, annual meeting of, 323-324.  
 New Hampshire, summary of educational condition of, liv.  
     abstract, 176-182.  
 New Haven, Conn., industrial training in the Dwight Grammar School, cxi.  
     public schools of, 35, 36-37.  
 New Jersey, summary of educational condition of, lvi.  
     legislative action in regard to industrial education in, cxi.  
     abstract, 183-190.  
 New London, Conn., public schools of, 35, 37.  
 New Mexico, abstract, 306-307.  
 New Orleans, city school system of, 102-103.  
 Newport, Ky., public schools of, 95.  
 Newport, R. I., public schools of, 241-242.  
 New South Wales, educational condition of, cccviii, cccix.  
 Newton, Mass., public schools, 126, 129.  
 New York, modifications of the school law of 1864 of, xxvi-xxvii.  
     method of selecting teachers in, l.  
     summary of educational condition of, lvi.  
     abstract, 191-209.  
 New York City, compulsory attendance in, ci-cii.  
     public schools of, 194, 196-197.  
 New York Trade Schools, purpose and operation of, ccvii.  
 New Zealand, educational condition of, cccix-cccx.  
 Norfolk, Va., public schools of, 271.  
 Normal College of the City of New York, 199.  
 Normal schools, increase of, for colored persons, lxxv.  
     comparative summary of, for ten years, cxxvii.  
     summary of statistics of, cxxviii-ccxxii.  
     appropriations for, cxxliii-ccxxvi.  
     music in, cxxvii.  
     province of, cxxvii, cxxviii.  
     examination for admission to, cxxviii.  
     professional instruction in, cxxviii-ccxxix, cxl-cxlii.  
     training of teachers for science instruction in New York, cxl.  
     Massachusetts Normal Art School, cxl.  
     chairs of pedagogics in colleges and universities, cxl, clxxxi.  
     reports on, to National Council of Education, cxli-cxlii.  
     propositions regarding, adopted by Antwerp Congress, cxlii.  
     programme of studies of German, cxliv.  
     industrial training in, ccxiv-ccv.  
     in England, clxxx, clxxxi.  
     table of statistics of, 392-416.  
     See, also, the heading Preparation and Qualifications of Teachers, in the abstracts of the respective States.  
 Norristown, Pa., public schools of, 229.  
 North Adams, Mass., public schools of, 126, 129.  
 Northampton, Mass., public schools of, 126.  
 North Carolina, summary of educational condition of, lvii.  
     abstract, 209-212.  
 Norwalk, Conn., public schools of, 35, 37.  
 Norwich, Conn., public schools of, 35, 37.  
 Norwich University, 267.  
 Nova Scotia, educational condition of, ccci-ccci.  
 Nurses, training schools for, summary of statistics of, cccxxi.  
     table of statistics of, 783-787.  
     See, also, the heading Special Instruction, in the abstracts of the respective States.  
 Nuttall, L. John, Territorial superintendent of district schools of Utah, 311.



## O.

- Oakland, Cal., public schools of, 19, 20.  
 Officers, school. See the headings State School Systems and Chief State School Officer, in the abstracts of the respective States.  
 Ohio, summary of educational condition of, lx. abstract, 213-222.  
 Ohio State University, 219.  
 Omaha, Neb., public schools of, 168.  
 Onderdonk, James L., Territorial superintendent of public instruction of Idaho, 300.  
 Ontario, educational affairs in, cccii-cccv.  
 Orange, N. J., public schools of, 185, 187.  
 Oregon, summary of educational statistics of, lxii. abstract, 223-226.  
 Orphan or dependent children, asylums for, in Austria-Hungary, cclviii.  
 See also the heading, Special Instruction, under the respective States in the abstracts.  
 Orr, Gustavus J., State school commissioner of Georgia, 56.  
 Oshkosh, Wis., public schools of, 281, 282.  
 Oswego, N. Y., public schools of, 194, 197.  
 Ottawa, Ill., public schools of, 61.  
 Ottumwa, Iowa, 80.  
 Onimet, Gédéon, superintendent of education of, Quebec, cccvi.  
 Owensborough, Ky., public schools of, 96.

## P.

- Paducah, Ky., public schools of, 95.  
 Paine, Thomas H., State superintendent of public instruction of Tennessee, 238.  
 Palmer, Solomon, State superintendent of education of Alabama, 11.  
 Paterson, N. J., public schools of, 185, 187.  
 Patterson, James W., State superintendent of public instruction of New Hampshire, 182.  
 Pawtucket, R. I., public schools of, 241, 242.  
 Payne, W. H., on practice schools, cxli-cxliii.  
 Peabody, Mass., public schools of, 126, 129.  
 Peabody Fund, lxxix, lxxx.  
 Peaslee, John B., superintendent of schools of Cincinnati, cv-cvi.  
 Pennsylvania, summary of educational condition of, lvi.  
 abstract of, 227-238.  
 Pennsylvania State College, 235.  
 Peoria, Ill., public schools of, 61.  
 Perkins Institute and Massachusetts School for the Blind, 137.  
 Petersburg, Va., public schools of, 271.  
 Pittsburgh, Pa., public schools of, 229, 232.  
 Pittsfield, Mass., public schools of, 126, 129.  
 Pharmacy, schools of, summary of statistics of, cxxiii.  
 tabulated statistics of, 659-667.  
 Philadelphia, Pa., public schools of, 229, 231, 232.  
 Philbrick, J. D., xiv-xxiii, cvii.  
 Pickett, J. Desha, superintendent of public instruction of Kentucky, 100.  
 Pierre University of North Dakota, 292.  
 Plainfield, N. J., public schools of, 185, 187.  
 Plymouth, N. H., public schools of, 178.  
 Pope, S. D., superintendent of schools, British Columbia, cxcviii.  
 Port Huron, Mich., public schools of, 142, 143.  
 Portland, Me., public schools of, 109, 110.  
 Portsmouth, N. H., public schools of, 178.  
 Portsmouth, Ohio, public schools of, 215, 216.  
 Portsmouth, Va., public schools of, 271, 272.  
 Pottsville, Pa., public schools of, 229, 232.  
 Powell, W. B., superintendent of public schools for whites in the District of Columbia, 294, 293.  
 Practice schools. See Normal Schools, professional instruction in.  
 Pratt, David Johnson, obituary notice of, 207.  
 Pratt, Encch, 116.  
 Preparatory schools. See Secondary instruction.  
 Presnell, Henderson, vii.  
 Prince Edward Island, educational condition of, cccv-cccv.  
 Princeton College. See College of New Jersey.

- Professional instruction. See Industrial education, Science, Theology, Law, and Medicine.  
 See also the heading Scientific and Professional Instruction in the abstracts of the respective States.  
 Property, public school, in the United States, xliii.  
 Providence, R. I., public schools of, 241, 242.  
 Prussia, educational statistics of, cclxix-cclxxii.  
 Publications of the Bureau, character of, vii-ix. during 1884 and 1885, vii.  
 Purdue University, 74, 75.

## Q.

- Quebec, educational condition of, cccvi-cccvii.  
 Quincy, Ill., public schools of, 61.  
 Quincy, Mass., public schools of, 126.

## R.

- Raab, Henry, State superintendent of public instruction of Illinois, 68.  
 Racine, Wis., public schools of, 251, 282.  
 Raine, F., United States consul-general at Berlin, cclxix.  
 Rand, Theo. A., cccii.  
 Reading, Pa., public schools of, 229, 232.  
 Recess, inquiries as to the utility of, xxiv-xxvi.  
 plan pursued in Swedish high schools, xxvi.  
 Reform schools. See the heading Special Instruction, under the respective States in the abstracts.  
 Reports of the Bureau of Education, vi, xv, xvi, cccxiv-cccxv.  
 of cities and towns, xiii, xviii, xx.  
 uniformity in State, xiii, xxi, xxiv.  
 educational, coeval in America with State educational funds, xiv.  
 character of information required of, xv, xx-xxvii.  
 causes of the value of American, xv.  
 insufficient provision for diffusion of, xv.  
 wanting in some particulars, xv-xx.  
 manner of securing State, xvi-xviii.  
 a frequent census necessary to the value of, xvii, xxiv.  
 facts relative to the, of thirty-eight States, xviii-xx.  
 use of technical and local terms in, xxii.  
 comparison of statistics of widely separated periods in, xxii.  
 should be required from county superintendents, xxiii.  
 Rhode Island, summary of educational condition of, lv.  
 abstract, 239-246.  
 Richmond, Ind., public schools of, 71, 72.  
 Richmond, Va., public schools of, 271, 272.  
 Rigg, J. W., of England, on instruction in normal schools, cxxxix.  
 Roberts, George E., obituary notice of, 99-100.  
 Robinson, Governor, on taxation in Massachusetts for school purposes, xlii-xliii.  
 on supervision in Massachusetts, lii.  
 on the Massachusetts free text-book law, cx.  
 Rochester, N. Y., public schools of, 194, 197.  
 Rockford, Ill., public schools of, 61.  
 Rock Island, Ill., public schools of, 61.  
 Rockland, Me., public schools of, 109, 110.  
 Rogers, Robert Empie, obituary notice of, 207.  
 Ross Polytechnic Institute, 75.  
 Ross, George W., minister of education of Ontario, cccii.  
 Rounds, C. C., cxli.  
 Ruggles, William B., State superintendent of public instruction of New York, 298.  
 Russell, A. J., State superintendent of public instruction of Florida, 50.  
 Rutland, Vt., public schools of, 265, 266.

## S.

- Sacramento, Cal., public schools of, 19, 20.  
 Saginaw, Mich., public schools of, 142, 143.  
 St. Joseph, Mo., public schools of, 169.  
 St. Louis, Mo., normal school of, cxxxix-cxl.



- St. Louis, Mo., manual training school of, ccciv.  
public schools of, 160.
- St. Paul, public schools of, 150.
- Salary, average monthly, of public school teachers, xxxii-xxxiv, xlix-l.  
of superintendents, civ, cxv-cxxvii.
- Salem, Mass., public schools of, 126, 129.
- Sandusky, Ohio, public schools of, 215, 216-217.
- San Francisco, Cal., an experiment in discipline at, cvi-cvii.  
public schools of, 19, 20-21.
- San José, Cal., public schools of, 19, 21.
- Saratoga Springs, N. Y., public schools of, 194, 197.
- Savannah, Ga., public schools of, 52, 53.
- Saxe-Weimar, educational statistics of, cclxxiv-cclxxvi.
- Saxony, educational statistics of, cclxxii-cclxxiv.
- Schermerhorn, J. W., obituary notice of, 203.
- School ages, legal, in the United States, xxii, xxiii, xxxi-xxxii, xlii.
- School boards of cities, cxiii-cxiv.
- School laws, changes in, xxvi-xxviii.  
See also the heading State Systems, in the abstracts of the respective States.
- School population of States, xxxii-xxxiv, xl, xliii-xliv.  
of cities, lxxxii-c.
- School year, average length of, in States, xxxii-xxxiv.  
in the Southern States, lxxv.  
in cities, c, civ.
- Science, schools of, should not admit students not academically trained, clxxii.  
comparative statistics of, for ten years, cxvii.  
summary of statistics of, and remarks, cxvii-cviii.  
illustrative scientific apparatus in, cci.  
should be largely endowed, cciii.  
influence exerted by labor in, cciii-cvii.  
classification of students in a number of, ccv-cvii.  
in Great Britain and Ireland, cclxxviii-cclxxix.  
table of statistics of, 622-636.  
See also the heading Scientific and Professional Instruction in the abstracts of the respective States.
- Scotland, educational condition of, cclxxxiii-cclxxxvi.
- Scott Manual Training School of Toledo University, cex.
- Seranton, Pa., public schools of, 229, 232.
- Seattle, Wash., public schools of, 313.
- Seaver, E. P., superintendent of Boston schools, cii-ciii, cxlvii, ccviii-cex.
- Secondary instruction, overpressure in schools for, xxvi, clvi-clxii.  
general statistical summary of, cxlviii.  
comparative statistical summary of, for ten years, cxlix.  
summary of statistics of institutions for, cl-clii.  
comparative statistics of preparatory schools for ten years, clii.  
summary of statistics of preparatory schools, clii-clv, clxiii.  
increase of public high schools, clv-clvi.  
experimental apparatus in preparatory schools, clv.  
societies for the adjustment of preparatory instruction, clvi.  
summary of students in classical and scientific preparatory courses, clxii.  
table of statistics of institutions for, 438-551.  
table of statistics of preparatory schools, 552-566.  
See also the heading Secondary Instruction in the abstracts of the respective States.
- Sedalia, Mo., public schools of, 160.
- Selma, Ala., public schools of, 7.
- Sewing, successfully carried on in the Boston public schools, ccxii.  
in the schools of Philadelphia, cxix.
- Shamokin, Pa., public schools of, 229, 232.
- Shaw, Mrs. Pauline Agassiz, cxlvii.
- Sheffield, Scientific School, 40.
- Sheldon, William E., xxiii.
- Shenandoah, Pa., public schools of, 229, 232-233.
- Slater Fund, John F., lxxx-lxxxi.
- Slaughter, John, Territorial superintendent of public instruction of Wyoming, 317.
- Sluys, M., propositions of, as to normal schools, cxliii.
- Smart, James H., cxl.
- Smith, J. Argyle, superintendent of public instruction of Mississippi, 137.
- Soldan, F. Louis, cxl.
- Somerset, J. B., superintendent of Protestant schools, Manitoba, cxcix.
- Somerville, Mass., public schools of, 126.
- South Australia, educational condition of, cccc.
- South Bend, Ind., public schools of, 71, 72.
- South Carolina, summary of educational condition of, lvii.  
abstract, 247.
- South Carolina College, 250, 251.
- Spaulling, Randall, superintendent of schools, Montclair, N. J., cex.
- Sprague, Homer B., clxix.
- Springfield, Ill., public schools of, 61.
- Springfield, Mass., public schools of, 126, 129.
- Springfield, Ohio, public schools of, 215, 217.
- Stamford, Conn., public schools of, 35, 37.
- Stanford, Leland, gift of, to endow a university, clxxxiv.
- State College of Kentucky, 97-98.
- States and Territories, summary of statistics of, xxxii-xli.  
defects in the systems of several, xlvii-xlix.  
tabulated statistics of, 323-335.  
See also the heading Statistical Summary in the abstracts of the respective States.
- Statistics, value of educational, in political affairs, xiv.  
summary of, of institutions, instructors, and students for ten years, xxix-xxxi.  
public library, cxxxix-cxxxx.
- Steubenville, Ohio, public schools of, 215, 217.
- Stimulants and narcotics, instruction as to the effects of, xxviii.
- Stockton, Cal., public schools of, 19.
- Stockwell, Thomas B., State commissioner of public schools of Rhode Island, xxiii, 246.
- Storer College, 278.
- Storrs Agricultural School, 40.
- Stout, Robert, minister of education of New Zealand, cccix.
- Superintendents, State, xx-xxii, xxiii, lii.  
evils resulting from want of, xlvii-xlix.  
county school, l, lii.  
salary of, in six cities, civ.  
city, cvii-cix.  
method of appointment and the compensation of, in the cities of the United States, cxv-cxxvii.  
recommendation as to appointment of Territorial, cccxiii.  
indebtedness of the Bureau to, cccxiv.
- Superior instruction, summary of students in institutions for, clxiv.  
See also Universities and colleges.
- Supervision. See Superintendents.
- Sweden, educational condition of, cccxiii-cccxv.
- Syracuse, N. Y., public schools of, 194, 197.

## T.

- Tasmania, educational condition of, cccxii.
- Taunton, Mass., public schools of, 126, 129.
- Taxation, local school, xlvii.
- Teachers, number of, in the United States, xxxii-xxxiv, xl-xli, xlii.  
average monthly salary of public school, xxxii-xxxiv, xlix-l.  
in Massachusetts, xlviii-xlv.  
obstacles to obtaining qualified, in New York, l.  
tenure of office of, l, cx-xxii.  
want of competent, in colored schools, lxxi.  
attempt to specialize instruction given by, cxi.  
six provisions for obtaining good, cxi-cxii.  
academic instruction of, cxxxviii, cxxxix.  
training of, for scientific instruction, cxl.  
higher instruction of, cxl, clxxxi.  
gratuitous instruction in manual training offered to, ccciv.  
training of, in England, cclxxx, cclxxxi.

- Teachers, salary and pension of, in Great Britain and Ireland, cclxxxi, cclxxxv-cclxxxvi, cclxxxviii.  
 number of, in Scotland, cclxxxv.  
 in Ireland, cclxxxviii.  
 list of mission-school, in Utah, 309-310.  
 See also the heading Preparation and Qualifications of Teachers, in the abstracts of the respective States.
- Teachers' institutes, cxi.  
 See also the heading Preparation and Qualifications of Teachers, in the abstracts of the respective States.
- Tennessee, summary of educational condition of, lix.  
 abstract, 253-258.
- Terre Haute, Ind., public schools of, 71, 72.
- Texas, summary of educational condition of, lviii.  
 abstract, 259-263.
- Text-books, free, in cities, cix-cx.
- Theology, schools of, should not admit students not academically trained, clxxxii.  
 comparative statistics of, for ten years, ccxvii.  
 summary of statistics of schools for, ccxviii-ccxix.  
 summary of schools for, by denominations, ccxix.  
 tabulated statistics of, 637-649.  
 See the heading Scientific and Professional Instruction, in the abstracts of the respective States.
- Thompson, C. O., president of Rose Polytechnic Institute, cciii, cciv, ccx.  
 obituary notice of, 77.
- Thompson, W. E., State superintendent of Arkansas, 16.
- Thonissen, M. J., minister of public instruction of Belgium, cclviii.
- Tiffin, Ohio, public schools of, 215, 217.
- Titusville, Pa., public schools of, 229-233.
- Toledo, Ohio, public schools of, 215, 217.
- Topeka, Kans., 89.
- Towsley, O. V., superintendent of schools, Minneapolis Minn., cxi.
- Trainer, John, graded course of, for county schools, lii-liii.
- Trenton, N. J., public schools of, 185, 187.
- Trickett, W. J., minister of public instruction of New South Wales, ccviii.
- Trinidad, educational condition of, ccvii.
- Trinity College, 33-39.
- Troy, N. Y., public schools of, 194, 197, 198.
- Truancy. See Attendance, compulsory.
- Tucson, Ariz., public schools of, 288.
- Tufts College, 134.
- Tulane University, industrial education at, ccxv.
- U.**
- United States Military Academy, West Point, N. Y., 201.  
 summary of examinations for admission to the, 663.
- United States Naval Academy, summary of examinations for admission to the, 669.
- Universities and colleges, comparative statistics of, for ten years, clxx.  
 summary of statistics of, clxxi-clxxiv.  
 detailed comparison of statistics of, for 1883-'84 and 1884-'85, clxxiv.  
 distinction between, clxxiv-clxxviii.  
 the meaning of the degree of B. A. of Harvard, clxxix.  
 elective studies in, cclxxx-clxxx.  
 statistics of students in the graduate departments of, clxxx.  
 table of financial statistics of several colleges, clxxxiii.  
 catalogues of, clxxxiv-clxxxv.  
 statistics of alumni of, clxxxvi-cxv.  
 table of statistics of, 584-621.  
 institutions for the superior instruction of women. See Women.  
 See also, the heading Superior Instruction, in the abstracts of the respective States.
- University of Alabama, 9.
- University of California, 22, 23, 24.  
 University of Colorado, 29, 30.  
 University of Dakota, 292.  
 University of Deseret, 310.  
 University of Georgia, 54, 55.  
 University of Illinois, 63, 64, 65-66.  
 University of Iowa, 82, 83, 84.  
 University of Ireland, increased attendance of women at, clxix, clxx.  
 University of Kansas, 91.  
 University of Madison, Wis., 283.  
 University of Michigan, 143, 144, 145.  
 University of Minnesota, 151, 152.  
 University of Mississippi, 156.  
 University of Missouri, 162-163, 164.  
 University of Nebraska, 169-170.  
 University of Nevada, 175.  
 University of North Carolina, 211.  
 University of North Dakota, 292.  
 University of Oregon, 225.  
 University of Pennsylvania, 234.  
 University of South Carolina, 250.  
 University of Tennessee, 256, 257.  
 University of Texas, 262.  
 University of the State of New York, 200.  
 University of Vermont and State Agricultural College, 266, 267.  
 University of Virginia, clxxx, 273.  
 University of Washington Territory, 314.  
 Utah, abstract, 308-311.  
 Utica, N. Y., public schools of, 194, 198.
- V.**
- Vanderbilt University, clxxx, 257.
- Vermont, summary of educational condition of, lv.  
 abstract, 264-268.
- Victoria, educational condition of, ccxc-cccxii.
- Vienna, Austria, school statistics of, cclv, cclvi.
- Vincennes, Ind., public schools of, 71, 72.
- Virginia, summary of educational condition of, lvii.  
 abstract, 269-275.
- Virginia City, Nev., public schools of, 174.
- W.**
- Walker, Francis A., ccii-cciii.
- Waltham, Mass., public schools of, 126.
- Warren, S. R., vii.
- Warwick, R. I., public schools of, 241, 242-243.
- Washington, D. C., normal school of, cxxxix.
- Washington Territory, abstract of the educational condition of, 312-317.
- Washington University, 163.
- Waterbury, Conn., public schools of, 35, 37.
- Webster, Daniel, on the grant of 1787 for education, xi-xii.
- Welcker, William T., State superintendent of public instruction of California, 25.
- Wesleyan University, 39.
- Western Australia, educational condition of, ccxii.
- Westfield, Mass., public schools of, 126-129.
- West Virginia, summary of educational condition of, lx.  
 abstract, 276-279.
- West Virginia University, 278.
- Weymouth, Mass., public schools of, 126.
- Wheeling, public schools of, 277.
- Wilkes Barre, Pa., public schools of, 229-233.
- Williams, Thomas N., State superintendent of free schools of Delaware, 45.
- Williams College, clxxv-clxxviii, 134.  
 curriculum of, clxxv-clxxvii.
- Williamsport, Pa., public schools of, 229, 233.
- Willits, Edwin, president of Michigan Agricultural College, ccii.
- Wilmington, Del., public schools of, 44.
- Wilson, J. Ormond, superintendent of public schools for white children of the District of Columbia, cxxxix, 298.
- Windham, Conn., public schools of, 25, 37.
- Wisconsin, summary of educational condition of, lxi.  
 abstract, 280-283.
- Woburn, Mass., public schools of, 126, 129.

Women, comparative summary of statistics of institutions for the superior instruction of, for ten years, clxv.  
 summary of statistics of institutions for the superior instruction of, and remarks thereon, clxvi-clxx.  
 number of degrees conferred by institutions for the superior instruction of, clxviii.  
 health of, as affected by superior instruction, clxviii, clxix.  
 table of statistics of institutions for the superior instruction of, 567-583.  
 See, also, the heading Superior Instruction, in the abstracts of the respective States.  
 Woodbury, Mrs. A. L., ccxvi.  
 Woodward, C. M., circular of, offering gratuitous manual instruction to teachers, ccxvi, ccxvii.  
 Woonsocket, public schools of, 241, 243.  
 Worcester, Mass., public schools of, 126, 129.  
 Worcester County Free Institute of Industrial Science, 135.

Workingman's School, New York City, ccvii-ccviii.  
 Wyoming, summary of educational statistics of, lxvi.  
 abstract, 316, 317.  
 Wylie, William W., 305.

## Y.

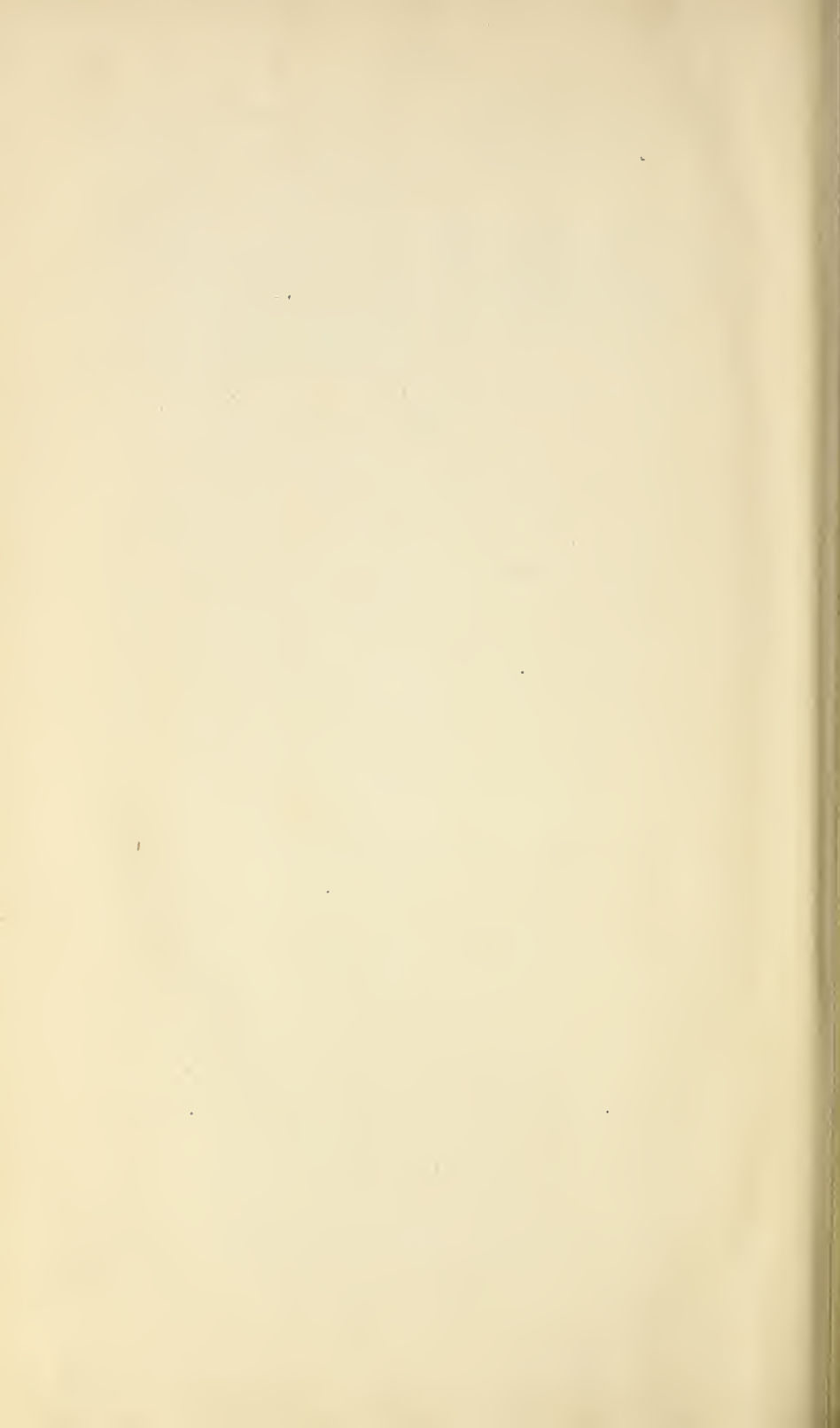
Yale College, clxxix, clxxx, 39, 40-41.  
 Yankton, Dak., public schools of, 291.  
 Yankton College, 292.  
 Yonkers, N. Y., public schools of, 194, 198.  
 Young, Charles S., State superintendent of public instruction of Nevada, 175.  
 Youngstown, Ohio, public schools of, 215, 217.  
 York, Pa., public schools of, 229, 233.

## Z.

Zanesville, Ohio, public schools of, 215, 217.











FALVEY MEMORIAL LIBRARY  
VILLANOVA UNIVERSITY

DATE DUE

L111.A3

VILLANOVA UNIVERSITY

\*1884-085



3 9346 00027362 5

27362

L  
111  
.A3

27362

AUTHOR

U.S. Bureau of

TITLE

Annual report

DATE

27362

U.S. Bureau of  
Education  
Annual report  
1984-85U.S. Bureau of Education  
Annual report, 1984-85

NATIONAL LIBRARY OF EDUCATION



3 6533 00245265